

The School Executive

JUNE 1959



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The School Executive

JUNE 1959

Volume 78

Number 10

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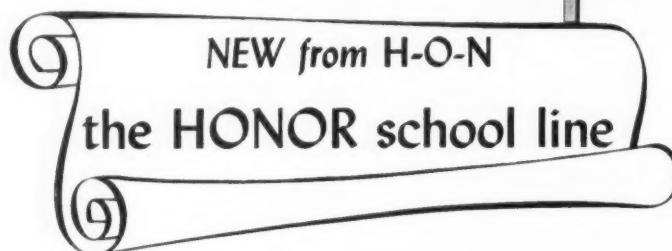
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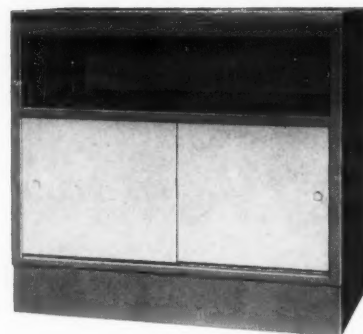


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PREVIEW FOR JULY

The school administrator is more on the job at headquarters during the summer months than at any other period of the year. He even finds time to read more in these months. His professional magazine gets more of his undistracted attention. It therefore needs to offer him the best of fares.

The July SCHOOL EXECUTIVE attempts to do just that. Among its important contents are a description by Superintendent Henry C. Ducker of the use and importance of the Commons area in a new Long Island high school, Superintendent Franklyn S. Barry's thought-provoking article on what we should look for in recruiting new teachers for our communities, and the new installment in the series by Van Miller on testing for the real public sentiment regarding public schools.

These are samplers from the July bill of fare. The rest of the menu is just as good.

WALTER D. COCKING, editor

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Chicago: Daily News Bldg., Chicago 6, Ill. FInancial 6-4611.

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THE SCHOOL EXECUTIVE



AS I SEE IT

by Walter D. Dillingham

A Committee of One Hundred

IT IS FIVE YEARS since the United States Supreme Court handed down its decision which, in reality, legally outlawed the racial segregation of schools. To those who expected universal integration of schools in those states having a dual system, the results undoubtedly have been disappointing. To those who viewed the decision as calamitous, the integration which has taken place is viewed as tragic. Whatever the position, it is likely to be an unequivocal one. There are few neutrals.

During these five years some border states have almost completed integration of their schools—West Virginia, Missouri and Oklahoma. A few larger school systems have also practically completed the task—Baltimore, Louisville and St. Louis. In each case, months were spent in preparing the community for the change. Other school systems have undertaken token or partial desegregation: Charlotte, Nashville and Clinton, Tennessee; and, more recently, Norfolk and Arlington, Virginia.

States in the deep south, South Carolina, Georgia, Alabama, Mississippi and Louisiana, have failed to desegregate a single school, even in part. Everywhere in the dual-system states the Court order has created vigorous antagonisms. Many state legislatures have enacted laws seeking to set aside and void the Court order. Tension between the races has been heightened. In several states, the issue has shifted from segregation vs. integration of schools to segregation vs. no public schools at all.

IT IS AT THIS POINT that the people of the entire nation are concerned. Public education is a vital foundation stone of our society of free people. Destroy it in any state and the nation loses one of its most important bulwarks. So after five long years, the great issue has become: Shall obedience to the order of the Supreme Court of the land be given, or shall public education be destroyed and abolished in certain sections of the nation?

Unbridled argument will not solve it. More discussion of the wisdom of the Court's decision doesn't help. The very continued existence of public education is at stake.

The unity of the nation is in jeopardy. What can be done?

Let's begin by admitting that mistakes have been made both by those who wanted to see desegregation take place quickly and by those who opposed it altogether. Neither extreme provides a climate for solution.

AS I SEE IT, constructive solutions cannot be found without a period (in many cases a long period) of study, planning and decision by representatives of the states and communities concerned. I should like to propose, therefore, the appointment of a committee of seven from each of the 15 states having dual school systems, or an over-all committee of 105 persons—called a Committee of 100. I further propose that seven members from each state be selected and appointed by the state boards of education. Eligible men and women should be those who are not actively engaged in politics, and should be selected for their recognized good judgment, fairness, freedom from extreme bias, and the respect in which they are held by their fellow citizens.

It would be the task of the Committee of 100 to develop plans and programs for the solution of the difficult task of carrying out the Supreme Court's order for the south as a whole. Its further task would be for the representatives of each state to adapt the overall program to the unique situation in each state.

Each state committee would further undertake to select and set to work in each of its communities similar committees to implement the state's program to its needs and situation. Thus a related network of committees composed of outstanding citizens would be created.

It is realized that the work of the committees would take time, and that they would have no legal or law-enforcing power. The success of their work would depend on the soundness and fairness of their plans, and upon the respect in which the members of the committees are held. The proposal is based upon a profound respect and belief in the American way of solving difficult problems through reason, fairness and understanding. It is worth trying.



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Prentice Ford Retires

At the close of business on April 30, Prentice Ford, a gentleman well known to THE SCHOOL EXECUTIVE readers and to nearly all the advertisers in the magazines he headed, retired from our publishing organization.

"Pren," as so many called him, began his career with us in publishing while still in college. He proved such a fine advertising salesman that he was selected to head up the business side of our operations in the school field, starting with our purchase of a yearbook, *American School & University*, in 1928. His responsibilities increased with our acquisition of THE SCHOOL EXECUTIVE in 1938, after which date he served successfully as general manager, vice president, and finally president of the American School Publishing Corporation.

Those who know Prentice Ford will appreciate that even after 40 years in publishing (enough to finish off any normal human, believe me!) he is not about to consider anything approaching full retirement. He will be announcing his future plans when ready, and we shall be surprised if they are not in some way related to the field of education which he knows so well, and in which he has such a large company of friends and admirers.

—DONALD V. BUTTENHEIM, Publisher



Prentice C. Ford

The administrator's time

The ever increasing complexity of school problems means that the administrator must not only ration his time, he also has to decide what he shall devote his attention to.

It is all too easy for him to convince himself that what he does is what he should be doing, even though he neglects scores of tasks. The administrator could spend all of his time attending professional meetings, or giving addresses before various groups.

One administrator of a large city school system a few years ago undertook to visit each classroom in his system during the school year; he thought it was important to be able to say that he had seen every teacher at work, even though the average length of each visit was 15 minutes. During building programs some administrators spend most of their time planning the new buildings, playing architect and even supervising construction. Some administrators explain that almost all their time is spent in seeing people who want to talk to them personally. One superintendent in a large school system decided it was important that he sign personally all outgoing mail with the result that he spent several hours each day writing his name. The point is that administrators have to make choices on how they will spend their time. Their value to the community depends on the decisions they make.

Here we should like to emphasize that it is most important for every administrator to set aside time for study and reading and thinking. Whatever else he delegates, others cannot read or study for him, and certainly they cannot do his thinking. Others can help and save his time, but the administrator must perform these tasks

for himself. If he fails to take time to do these things, the result is bad for the schools and for the community, and he will surely die professionally.

Requirements vs. credits

We have heard much criticism recently about giving high school credit for such subjects as swimming, driving education and typing. Without going into the merits of the criticism, let's consider another way of giving credit for such work other than the usual so-called Carnegie units.

The plan is already employed by a number of school systems. It involves demonstrating efficiency in such subjects as the three listed above as a prerequisite to high school graduation. Thus while the candidate does not receive Carnegie units of credit, he does receive certification of efficiency for such work. In addition, of course, he must attain 16 or more Carnegie units of credit in subjects which the high school offers.

The plan has much to recommend it beyond merely avoiding criticism of Carnegie-unit subjects. In fact, some of us believe that the demonstration of competence is much superior to marks based upon teacher judgment. One expressed drawback to the plan is the difficulty in translating such competence into common quantitative symbols which can be totaled.

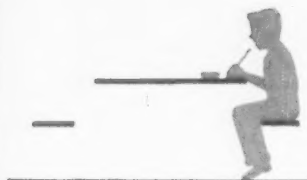
It would seem that there are several areas in which demonstrable skill is better than marks which indicate credit. Among such are ability in spoken and written English, in modern languages, mathematics, bookkeeping, stenography, shop work, art and music.

The plan in our judgment has merit and should receive further consideration.

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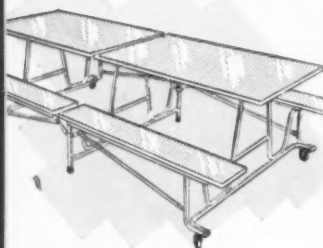
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Staff relations in the elementary school are often conceived in terms of building a unit within a single school. However, the relationships between schools, and especially between the principals of schools in the same district, may also affect the morale of an entire school system. Differences of opinion between principals are understandable but not always easy to resolve. Often the solutions may involve making unwelcome changes in the program or procedure of one or more schools. In this case, two schools share a physical education teacher; the administrators evaluate the teacher's ability quite differently and a disagreement arises over rehiring her.

He Loves Me—Loves Me Not

"IF THERE IS nothing else to be brought up, I think we can adjourn. As you know, classes will not actually start until tomorrow. This afternoon will be devoted to registration of new pupils. I hope all of you will have a successful and happy year here at the Center Street School. I'm particularly pleased to welcome our new physical education teacher, Miss Bellows. I know all of you will give her every cooperation. Incidentally, Miss Bellows, would you report to me right after this meeting, so that we can discuss your schedule? Good luck to you all."

A babble of voices arose when Mr. Rand, principal of the Center Street School, adjourned the first faculty meeting of the year. As he and the new physical education teacher walked toward his office, she said, "I know I'm going to like it here. And I can't begin to tell you how thankful I am that this job opened up during the summer. When your superintendent hired me, he explained that I would be responsible to you and Mr. Coxhead. I haven't had a chance to talk with him yet, and I am most anxious to meet him."

"Oh, I'm sure you will like the Henry Street School," Mr. Rand said. "Mr. Coxhead is a very fine principal. Incidentally, they have a larger registration than we do, so you will be spending Mondays, Wednesdays and Fridays over there, and we will have you here on Tuesdays and Thursdays. Just as soon as we're through discussing our program here, I would suggest that you take a run over there and see Mr. Coxhead."

A few minutes later, the principal and the teacher were in his office, checking the physical education program. "Your predecessor and I made up this program last spring," Mr. Rand said. "I hope it will work out satisfactorily. You and Mr. Bond will take grades four through six; he will take care of the boys. During the winter we can make the auditorium available in addi-

By **MORRIS HAMBURG**, principal, Fulton School, Hempstead, N. Y. This case is taken from his book, "Case Studies in Elementary School Administration," published by Columbia University.

THE SCHOOL EXECUTIVE

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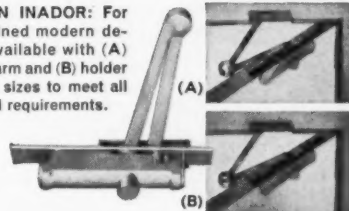
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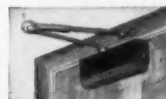
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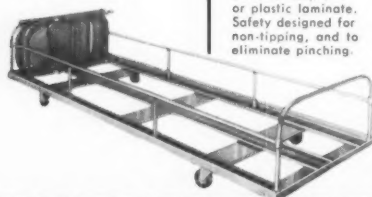
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tion to the gymnasium; you and Mr. Bond will have to settle the rest of the arrangements yourselves. There are some limitations on what you can do when you're in the auditorium, but I'm sure you can work out a suitable program."

"I wouldn't worry about that, Mr. Rand. I had a chance to talk with Mr. Bond about it, and as long as we have the space, we can think up enough activities for a worthwhile program. By the way, I also understand that in both schools the phys. ed. people are expected to have after-school activities on the days we are there. Is that right?"

"Yes, it is," the principal replied. "You are expected to stay in school until 4 o'clock every day. That gives you an hour to conduct a program of activities for the girls. Under the new policy, you will be paid extra for approximately one half of that time. As I remember it, the figures work something like this: Five hours a week for about 40 weeks is, say, 200 hours. You belong to us for 100 of them. For the other hundred, you will be paid at the rate of \$2.50 an hour. That will net you about \$250 a year. We had quite a bit of discussion about the payment for this and other extracurricular activities, and this is what we finally arrived at. I hope you'll find it satisfactory."

"Oh, yes," Miss Bellows replied. "I think that's wonderful. I sure can use the extra money."

For the next 15 minutes, the principal carefully explained the rules that had been in force regarding dress, length of periods, program, injuries, etc. Soon afterward, Martha Bellows left for the Henry Street School to meet her other principal, Mr. Coxhead.

When school began, Mr. Rand noticed that Martha Bellows fitted into the program of the Center Street School very well. The regular staff found her most cooperative, and the students seemed to enjoy their physical education classes. On one occasion in October when Mr. Rand talked with Mr. Coxhead about a bus problem, Mr. Rand commented that Miss Bellows seemed to be doing very well.

"I suppose she's doing all right," Mr. Coxhead commented, "but haven't you noticed that she doesn't seem to have enough 'get-up-and-go'? I like my gym teachers to have a lot of pep."

"So do I," Mr. Rand agreed, "but as long as she's doing a good job, I don't really care. I do know that she's having some trouble at home taking care of her father, but she's young and she can take it."

During the next few weeks, Mr. Rand noticed that Martha Bellows did not look well. He stopped her between classes one day and asked her how things were going. Miss Bellows, who appeared to be on the verge of tears, replied, "Things are pretty tough, and this business with my father is going to take several months before it is straightened out. But don't worry about me. I'll be all right, but I could use a good night's sleep! Come next July, I'm going to bed, and I won't get up until Labor Day! At least, that's the way I feel right now."

Soon after the Christmas holidays, Mr. Rand re-

THE SCHOOL EXECUTIVE

ceived a telephone call from his superintendent, Dr. Allen Morrow, who said, "It's not too early to start thinking about next year. Going to need any new teachers?"

"I'm not sure about Mrs. Stern, in the second grade," the principal answered. "She keeps talking about retiring, but I've heard her say this for the past five years, and I think she just wants some encouragement to stay on. Frankly, I would hate to lose her. Otherwise, I think we're all set, provided the birth rate doesn't skyrocket any more."

"That's fine," Dr. Morrow replied. "Now how about that new physical education teacher, Miss Bellows? Are you happy with her?"

"I sure am," Mr. Rand replied. "She's having a pretty tough time at home, but I have no complaints about her work. Everyone here seems to be quite fond of her."

"I wish I could say the same for Coxhead," the superintendent said. "I just got through talking with him, and so far as he is concerned, we had better start looking for a new physical education woman. He claims that she just doesn't have enough pep to suit him. I asked him how many times she's been absent, and he had to admit that she hasn't been out even one day. You know, he never was happy with this extra-pay deal that we worked out. And he wants to be sure that he's getting his money's worth. Let's wait awhile and see how things turn out. Meanwhile, would you check very closely on Miss Bellows? You know I want to see both you and Coxhead happy."

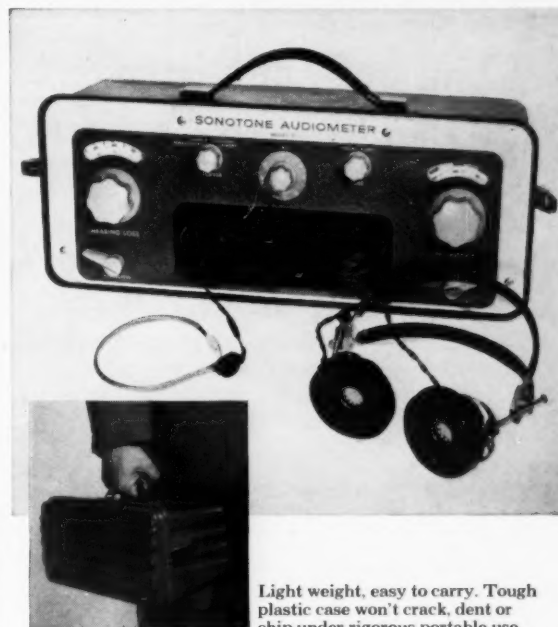
Mr. Rand made it a special point to observe Martha Bellows more closely during the next two months. By March 1, when his annual recommendations were due, he was ready to justify his conclusions to Dr. Morrow that Miss Bellows should definitely be retained for the following year. Before mailing his recommendations to the superintendent, Mr. Rand called Mr. Coxhead and told him what he was going to say about the physical education teacher.

Mr. Coxhead's reply was immediate. "I think we're just asking for trouble. I've been here for 25 years now, and I think I can recognize a risk when I see one. This girl is going to crack up before very long, and we'll be left high and dry without a physical education teacher—just when they're so hard to get. I never liked her from the beginning, and so far as I am concerned, I cannot recommend her. The schedules of the other two schools in the district will be upset unless you and I share teachers, so shouldn't you think this thing through more realistically? I don't want her, and that's that."

The following day Mr. Rand made an appointment with Dr. Morrow. As the principal came into the superintendent's office, Dr. Morrow said, "Well, I hear you and Coxhead have come to an impasse over Miss Bellows. I don't know what we should do about this. You know I must rely on you principals for teacher recommendations. I talked with Coxhead, and he won't budge. Won't you reconsider your decision?"

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Cataloguing Available Resources

WHAT WILL PERHAPS BE the most extensive inventory ever made of the capabilities of American youth was inaugurated this month with a preliminary try-out project in the high schools of Houston. The four-year research study, now beginning "deep in the heart of Texas," will be supported by the United States Office of Education under its Cooperative Research Program, authorized in mid-1956 to conduct surveys in collaboration with colleges, universities and state departments of education.

The purpose of this study is to help the nation's high schools do a better job of identifying, developing and utilizing human talents. It will definitely *not* be a launching platform for any type of national examinations, but is planned as a four-year program only, to develop a pattern which, in the words of U. S. Commissioner Derthick, "will help educators develop to the full our available human resources in meeting scientific, professional, cultural, occupational and civic needs." The importance of the new talent search program, the Commissioner said, is intensified by the national need for trained manpower. "If the schools are to develop each individual student's capabilities to the utmost, these talents must be clearly identified," he pointed out. "We must have more knowledge about them and about the effects of the educational system upon them."

Projects of the Cooperative Research Program are financed largely by the Federal Government. Initial cost of the high school student inventory is about \$500,000. The University of Pittsburgh, which will conduct the project for the U.S. Office, will provide about \$75,000.

The per capita cost will be about one dollar, as a half million boys and girls in 1,400 high schools across the country will participate. These high schools will be chosen as a cross sec-

tion of the urban, suburban, rural and special secondary schools of the nation. Number of students tested will be approximately five percent of the total high school enrollment. The

schools will be selected by a hundred coordinators, each of whom will be responsible for approximately the same number of schools. The tests will be administered by teachers in their own classrooms. The whole program will be directed by John C. Flanagan, professor at the University of Pittsburgh, and director of the American Institute for Research. Assistant Commissioner of Education Roy M. Hall is director of the Cooperative Research Program.

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In addition to the present inventory obtained from the original data, each student will be asked to answer a follow-up questionnaire one year after graduation to discover his choice of educational or vocational activities. It has also been proposed that follow-up studies of the students be made 5, 10, and 20 years after each member of the group has gradu-

ated from high school. Besides the apparent value to the guidance services of the schools in determining the nature of talents and career interests of students, the nation-wide inventory, if made a continuous program administered by the schools themselves, will aid the United States in maintaining a catalog of available human resources, so that we may know where we stand personnelwise in any kind of national crisis.

General chairman of the advisory

group for the project is John H. Fischer, superintendent of schools, Baltimore, Md. Finis E. Engleman, executive-secretary of the American Association of School Administrators, is a member of the Research Advisory Committee.

Economy move

The House General Education Subcommittee has reported an amended school support bill to the full Education and Labor Committee of the House. The Subcommittee made two important changes in H.R. 22, the bill introduced by Congressman Metcalf. The first was to limit it to four years instead of allowing it to become a permanent program of federal support. The other was to keep the amount allocated to the states per school-age child at \$25 for each of the four years, instead of having it increase annually by \$25 to \$100 per child in the fourth year. In this bow to the economy bloc of the House, the Subcommittee reduced the four-year cost of the measure from \$11 billion to \$4 billion.

However, the Subcommittee preserved a fundamental feature of the Murray-Metcalf bill. Federal funds allocated to the states can be used either for school construction or for supplementing teachers' salaries as the states themselves see fit. Administration sources had supported the principle of school construction only. In a press conference, Secretary Flemming launched a full-scale attack on the Murray-Metcalf bill immediately after the revision of that measure was adopted.

The revised bill recognizes the equalization principle to a slightly greater degree than the original one. It provides that whatever portion of the whole amount received by the state is designated by the state for teachers' salaries, it should be distributed one-half on a per teacher basis with the other half distributed on the basis of financial need in the local district as determined by the state. The original version of H.R. 22 allocated three-fourths of the salary on a per teacher basis.

The revised bill also changes the basis for determining the state and national "school effort index" from

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revenue available for public schools to expenditures for public schools.

Congressman Bailey of West Virginia, chairman of the Subcommittee, moved to have the full committee resume work on the revised measure within a week. From all indications, the motion for early consideration would have carried on a roll call of the 21 members. Chairman Barden, however, ruled that, while the bill was presently open for discussion, no dates would be set either for a vote on the measure or for a continuation of hearings.

The Senate Subcommittee on Labor and Public Welfare has closed its hearings on S 2, but has not considered the measure in executive session. However, since nearly a third of the members of the Senate have joined Senator Murray in sponsoring S 2, it is likely that the bill will pass the Senate in its original form. Differences that exist in Senate and House versions of this school support measure, if and when they are passed, must be resolved in conference committee between the Senate and the House.

"Sense of urgency" reclaimed

When the 50-member House Appropriations Committee recommended that the request of the Administration for supplemental funds in the sum of \$75 million for the National Defense Education Act be cut by \$50 million, there were fears expressed that the National Defense Education Act might never get off the ground. Among those who protested strongly against the cut was HEW Secretary Arthur S. Flemming. "I believe that if this action is sustained it will amount to a repudiation of the sense of urgency that led to the passage of this act," he said. "It will result in indefensible delays in a program that is designed to help make it possible for us to continue to deal with the forces of international communism from a position of strength by eliminating weaknesses in our educational system."

The day after this statement was made, the NDEA supplemental appropriation was passed by the House. Close observers predict no serious opposition to the Defense Act.

June, 1959

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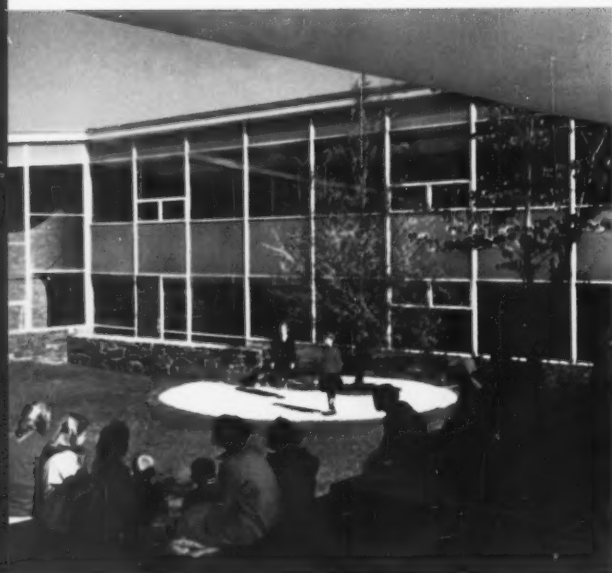
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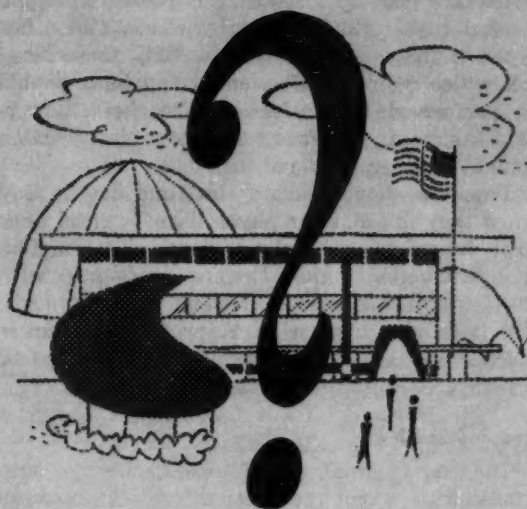
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What will students do with these lengthened sessions? Is there simply to be more of the same kinds of learning experiences, organized in the same way, with teachers doing about the same things, and in about the same locations?

Students have more potential time to devote to education these days. There are not so many tasks to be done around the home. Work opportunities for youth outside the home are relatively limited. Freed from these responsibilities, students engage in activities both constructive and destructive.

At the same time, life is becoming more complex for young people, as well as for their elders. What students must learn is increasing at a prodigious rate. Research in child growth and development and the learning process gives many new leads in understanding and satisfying youth needs.

Thus, extending the school day, week and year involves more than adding periods and opening buildings on Saturdays and during the summer months. New approaches to elementary and secondary education are needed.

Dr. Michael is superintendent of schools in Evanston, Illinois. Dr. Trump is professor of education at the University of Illinois. They are respectively chairman and director of the Commission on Experimental Study of the Utilization of the Staff in the Secondary School.

IDEAS DIRECTING EDUCATION

The authors present new concepts for the utilization of time, space, competencies and content in the "School of the Future."

by LLOYD S. MICHAEL
and J. LLOYD TRUMP

The ideas presented here in part grow out of experiments and demonstrations conducted under the supervision of the National Association of Secondary-School Principals' Commission on the Experimental Study of the Utilization of the Staff in the Secondary School. During the past three years, studies have been conducted in more than 100 junior and senior high schools widely scattered geographically in the United States.

This article presents a number of contrasts between conventional schools and some designs for schools of the future. No school exists today that incorporates all of the ideas presented, but all have been tried out experimentally in a few places.

Content, Methods of Instruction and Staffing

The conventional secondary school of today presents subjects divided into Carnegie Units on a semester or two-semester basis. This assumes that knowledge can be neatly compartmentalized. Moreover, specific subjects are assigned to definite grade levels. Arithmetic, for example, is taught in grades 7 and 8, algebra in grade 9 and geometry in grade 10—with relatively little cross-fertilization. General science is taught in grade 8 or 9, biology in grade 9 or 10, chemistry in grade 11 and physics in grade 12—each as a relatively separate subject. Some subjects are required while others are elective. Dilemmas occur in trying to decide where a given subject content should fall.

The school of the future will organize content quite differently. Mathematics might be presented as a subject running cumulatively from grades 7

No. 176. Reprints in quantities of ten or more may be purchased from The School Executive, 470 Fourth Avenue, New York 16, New York. 10 copies for 1 month: \$1.00, for 12 months: \$10.00; 25 copies for 1 month: \$2.00, for 12 months: \$20.00; 50 copies for 1 month: \$3.00, for 12 months: \$30.00; 100 copies for 1 month: \$5.00, for 12 months: \$50.00.

through 12. Although the content in grade 7 might be drawn largely from the field of arithmetic, certain concepts from algebra and geometry would also be included when appropriate. Computational skills and understandings in arithmetic would be presented and reinforced continuously through all grades so that fundamental operations would not be forgotten. The interrelationships among the various sciences also could be developed early, with concepts being enriched and deepened grade by grade. Elective courses would permit talented and interested students to pursue subjects at greater depth. What has been said with reference to mathematics and science applies to all other subject areas.

The basic areas of content, humanities, mathematics, science, languages, practical arts, health and physical education, would be required of all students at all grade levels, so that regardless of special talents and interests, all would have a comprehensive basic education. But these subjects would not be required on a five-day-a-week basis as they are now. The amount of time devoted to required subjects would be relatively large in the 7th grade but relatively small in the 12th. The converse would be true of elective subjects.

Instruction would also be organized differently placing more individual responsibility for learning on students and saving teacher time and energy from unnecessary repetition. This means that those phases of instruction which can be done in larger-than-usual groups of students would be organized that way. At the same time, smaller groups should be organized for discussion purposes. Much more time could be spent by students working independently, or in groups of two or three, in libraries, laboratories and other learning resource centers.

All of the potential avenues of learning are to be utilized. In addition to written materials, electronic aids to learning should be available for groups of students as well as individuals.

The conventional school places much emphasis on uniformity in staffing patterns. All teachers are expected to carry about the same teaching load, typically defined as five classes per day, five days per week, plus certain extra-curricular activities. The time of teachers during the major portion of the day is scheduled with students. Teachers are paid on a standard salary schedule with increments automatically occurring with added years of experience and increased numbers of hours of university training.

The school of the future recognizes individual differences in interests and competencies among teachers. Some teachers are more effective in working with small groups of students while others are effective in teaching concepts and giving demonstrations to larger groups. Some are more competent in developing curriculum mate-

rials or preparing tests, while others are more able at other teaching skills.

Teachers will not be expected to supervise all that takes place in a school. Sub-professional and clerical tasks will be done by clerks and other types of instruction assistants. Only those services which require professional competence should be performed by professional teachers. Lower-paid assistants can free teachers to devote more time to truly professional tasks.

Teachers should devote the time of the day when they are at their physical and mental peak to such professional tasks as developing imaginative instructional aids, keeping up-to-date with the latest developments in their teaching fields, and improving evaluation. A professional career teacher should not be scheduled with groups of students more than 15 to 18 hours per week.

Student Schedules

The conventional school today schedules students with great restriction and uniformity. Standard class sizes make it difficult for students to work independently in laboratories, libraries and other places of learning. The schedule moves students around like pawns in a chess game. Even 12th-grade students who in a few months must assume much individual responsibility as college students or employees are not allowed personal responsibility for any part of their schedules. Efforts are not made to develop over the years a sense of responsibility for the effective use of time.

The school of the future should group and regroup students in relation to the purposes and content of instruction. Sometimes, instruction will take place in groups of 100 or more. Other times, students will be scheduled in groups of 12 or 15 for discussion and the development of interpersonal relationships. Much time should be available for students to work individually. The development of individual responsibility for learning will make adjustment to college and employment easier.

Time in today's school is highly segmented and uniform. The school day is typically divided into six or seven periods, 40 or 50 minutes each in length. All periods are the same length for most subjects. The same schedule is followed five days per week, 36 weeks per year. Time is relatively inflexible.

Time would be determined in the future by the needs of the learning process. Instead of a student stopping an experiment in chemistry because a 50-minute period was ended he would be able to work for half a day if necessary. If a presentation to a large group of students requires 30 minutes, that time will be scheduled, instead of having to adapt the material to a standard or 50-minute period. Flexibility will characterize the allotment of time in the future.

School facilities should be available to students for longer hours in the day, for more days in the week, and for more weeks in the year. The time of teachers during the week would not be extended because of these arrangements since professional teachers would not have to be in the physical presence of students at all times. Qualified instruction assistants would be used for some supervision. Those teachers who wish to work more weeks in the year, thus adding to their income, should have that privilege. Much of the added time would be used by students working individually on problems of interest to them.

Space Utilization

In the conventional school of the present, formal education for students takes place within the walls of a school building. The school plant basically is made up of standard-size classrooms. The arrangement reflects the uniformity that characterizes the present educational program. The principal difference between recently constructed buildings and those of the past are largely improvements in the use of color, lighting, ventilation and furniture.

Schools that wish to experiment with different sized groups in relation to purposes and content of instruction are faced even in new buildings with rooms that are either too small or too large, because most of them are of the same size. The critical nature of this problem is emphasized by the fact that during each of the next five years more than 1,000 new secondary schools will be constructed in the United States. Unless innovations are made, many of these buildings will be obsolete before they are finished.

Space, in the school of the future, must be viewed in a different context. It must include educational resources in the community as well as in the school itself. Education for the development of individual responsibility for learning requires space where students may work independently in laboratories, libraries and other resource learning centers. Space must be provided so a student may leave his work from one day to the next with a minimum of difficulty and a maximum of security. Space where various sized groups may be instructed requires flexibility so that areas may be varied from time to time. No one now knows how many and what sized spaces definitely will be required, so the building must be constructed to efficiently make changes as they are needed. Having discarded the standard formulas and concepts with which they approached the construction of new buildings in the past, architects and educators must think of space and flexibility in relation to educational needs.

The same uniformity which characterizes other practices is applied to the expenditure of school funds. The criticisms here in no way reflect upon

the integrity with which school funds are handled. Considerable evidence exists that school officials have been unusually prudent in the management of public funds. The emphasis, however, has been too much on quantitative rather than qualitative uses of funds. Salary schedules based automatically on training and experience, standard supply lists for students, budgetary or legal requirements that determine state aid on the basis of teacher-pupil ratios, provision for standard-sized classes, or the assumption that everything done in the instructional program must be performed by certificated personnel are examples of uniformity without much attention to qualitative differentiation.

Administrators will need to continue to seek additional funds for school support, but they should spend the future dollar to effect better use of the staff and improved results for students. The changes suggested do not necessarily mean the expenditure of more funds but rather re-deployment in their use. Further improvements in quality are bound to cost more money. The public must develop the kinds of understanding that will produce the extra sums of money needed to produce quality education.

Need for Experimentation

The changes suggested and others yet to be conceived, will come only as the result of continuous and more extensive experimentation in elementary and secondary schools. A superior school today may be an inferior school a decade from now—unless bold, imaginative steps to improve quality are taken.

Probably at no time has the climate for experimentation been more favorable than now. The appearance of many statements suggesting improvements in education has prepared professional workers and lay citizens alike for re-examination of policies and procedures. The availability of funds from governmental and private agencies for conducting experiments has never been larger. The general belief that what is being done is not necessarily wrong, but not the best that can be done, can be very productive.

Research does not have to be complex or frightening. The provision of time for teachers to think about and conduct experimentation, the availability of consultant help from nearby universities or state departments of education, the provision of extra clerical help to assist in tabulations and reports, are only a few examples of assistance that can easily be provided in all school systems.

The NASSP Commission on the Experimental Study of the Utilization of the Staff in the Secondary School is one example of an effort that has been made nationwide during the past three years to encourage such experimentation. Questions and comments may be addressed to either of the authors of this article.

Building Costs and Bond Prices

by HAROLD F. CLARK

Economic Analyst
Teachers College, Columbia University

The index of school building cost continued its slow upward move during April, reaching 233.4. In March the figure was 232.9. The volume of school building keeps expanding, as does the volume of total building. Building material prices have advanced and building wage levels continue their long-term advances.

During the past year lumber prices have risen an average of about 8 percent (1.3 percent in one 4-week period alone); nonferrous metals have risen about 6 percent, plumbing fixtures about 3 percent, and heating equipment 1 percent. In most communities fabricated structural material products are still about the level of a year ago. Glass is the same. Concrete ingredients are up slightly over 1 percent, as is true of concrete products. Clay products are up slightly. Most types of roofing are up substantially in price.

The net result is that the cost of school buildings continues to rise slowly. Whether or not this shows up in actual bids depends almost entirely upon how anxious a contractor is to get a certain job.

School bond interest rates rose very slightly during April to an average of 3.78 percent; the March average was 3.69 percent.

The Federal Reserve Board has made a modest raise in the rediscount rate from 2½ to 3 percent. The market had fairly well discounted the change before it occurred but it has probably had a slight tendency to cause interest rates to rise further.

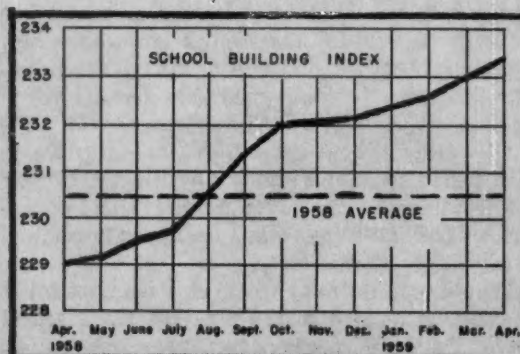
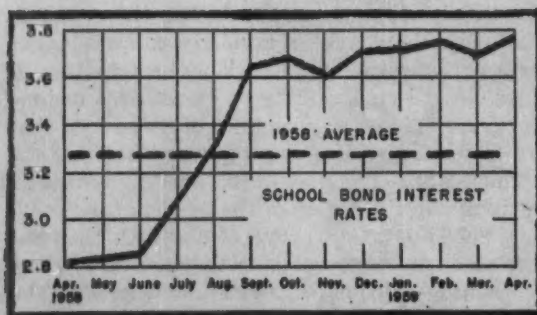
During the latter half of April as many as 17 different issues of U. S. Government bonds sold at prices that would yield above 4 percent. Many corporate bonds of the highest rating are moving up in the 5 percent neighborhood.

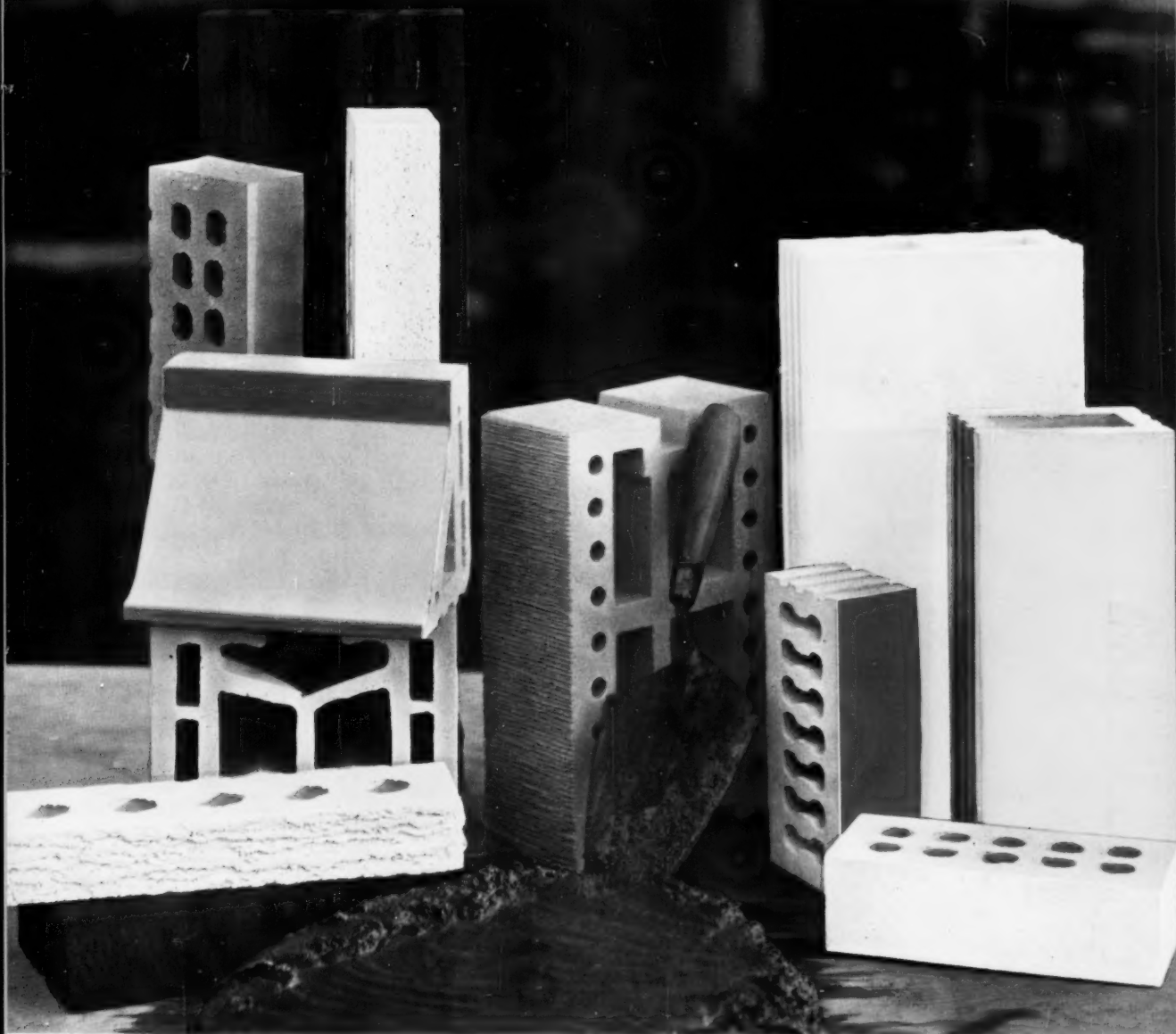
The total volume of business transactions has reached an all-time high. If business keeps expanding and if the Federal Reserve Board continues its mildly restrictive credit policy, it is possible for interest rates to move a little above present rates. However, any reductions of demand for credit in business could ease interest rates very quickly. Also, any change of the Federal Reserve Board's policy toward easier credit would show up quickly in school bond interest rates. Until there is some change in outside factors school boards would probably do well to plan on interest rates around present levels.

One of the most complicated problems facing every school board is how much money should be spent in the effort to decrease maintenance costs. The argument that a permanent type of construction built with very durable materials would reduce maintenance must be studied carefully. In some communities a concrete block or frame building would be the most economical to build. In other cases it might be extremely expensive to keep a low-cost building in a fine condition.

The practical questions a school board must answer are: what quality of building maintenance is it reasonable for the community to expect, and what quality building can the community afford.

The problem of how permanent to make a building is further complicated by the fact that changes in the educational program are likely to come faster in the future than in the past. Also, geographic changes in the community are likely to speed up in decades ahead. Both of these factors will make it increasingly hard to plan on long-term use of buildings. Physically, a building could probably be built that would be usable 100 years from now, but from the standpoints of obsolescence and location it would be unwise to plan on using many buildings even 50 years from the date of construction.



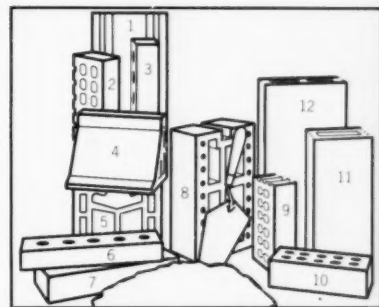


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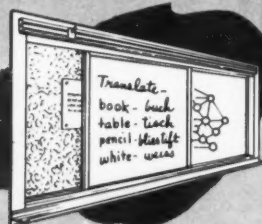
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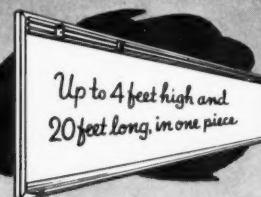
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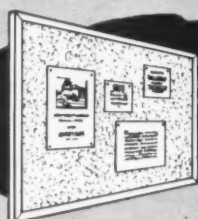


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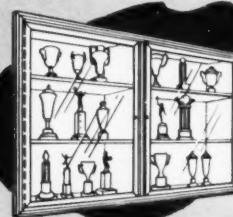


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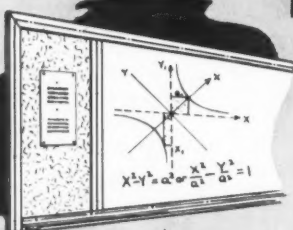
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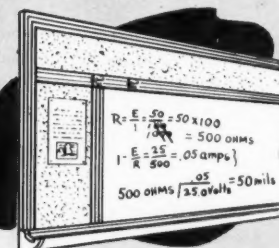
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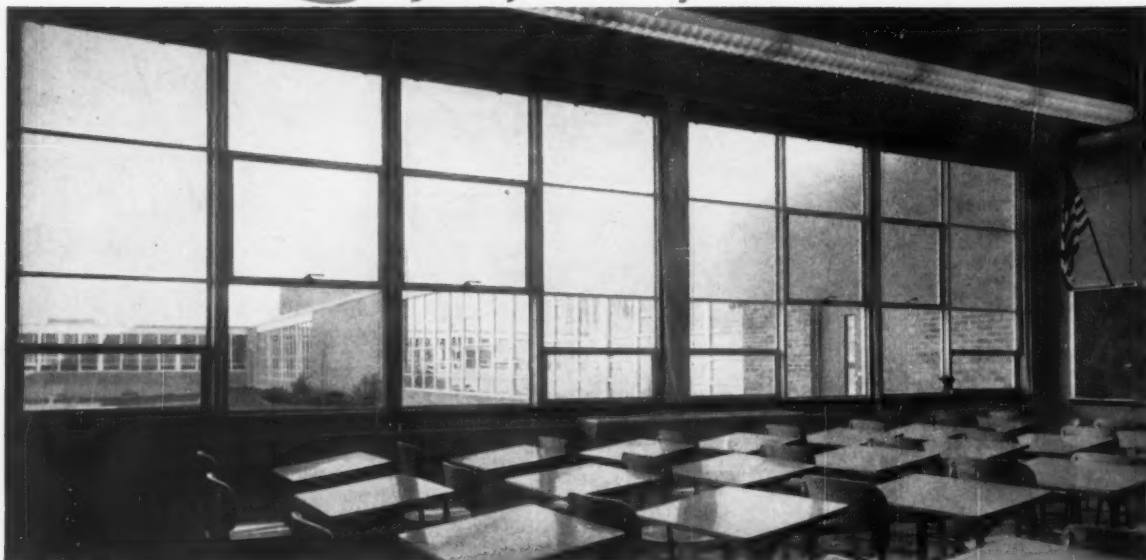
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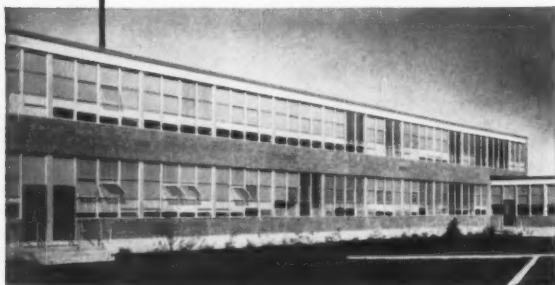


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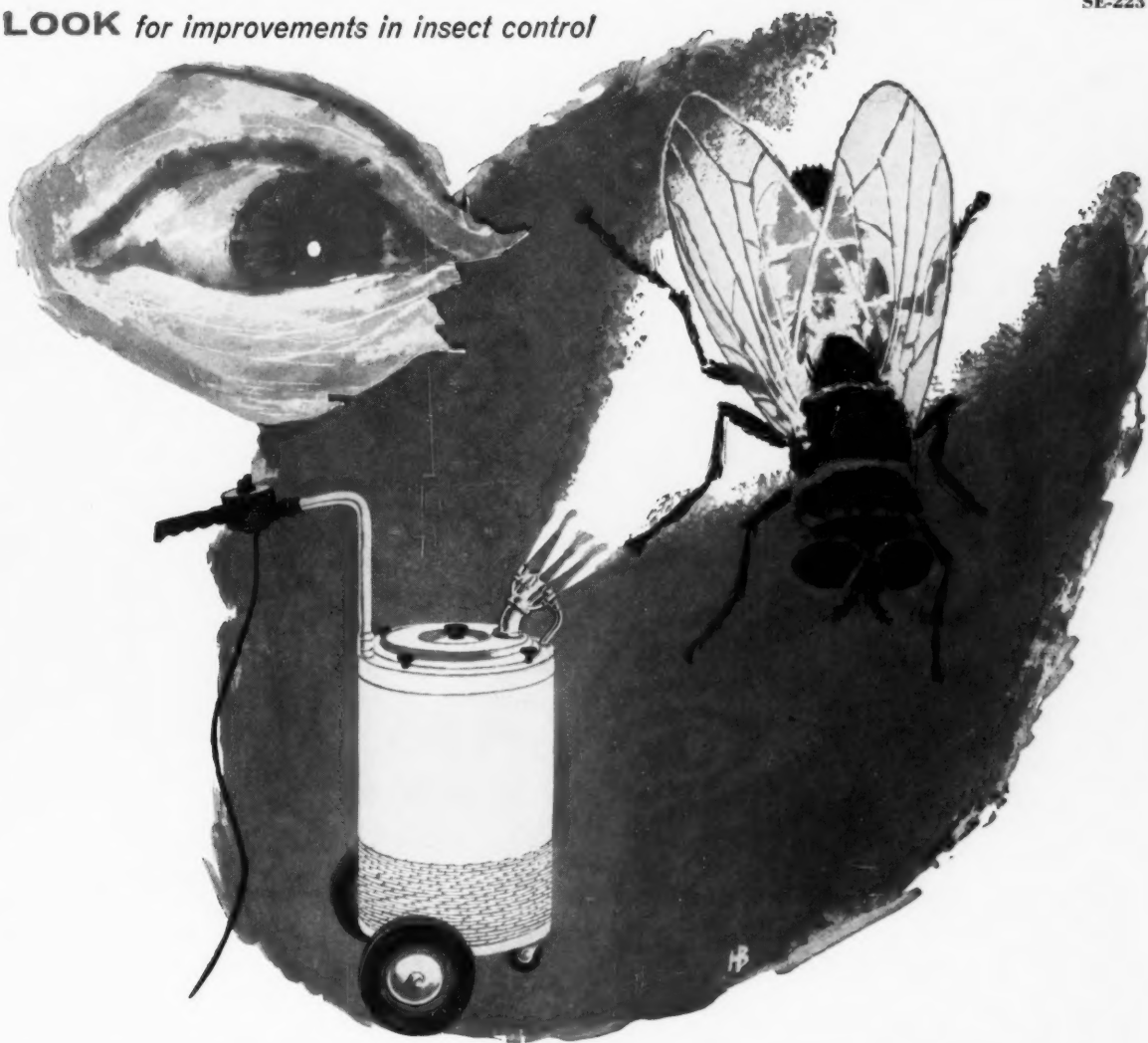
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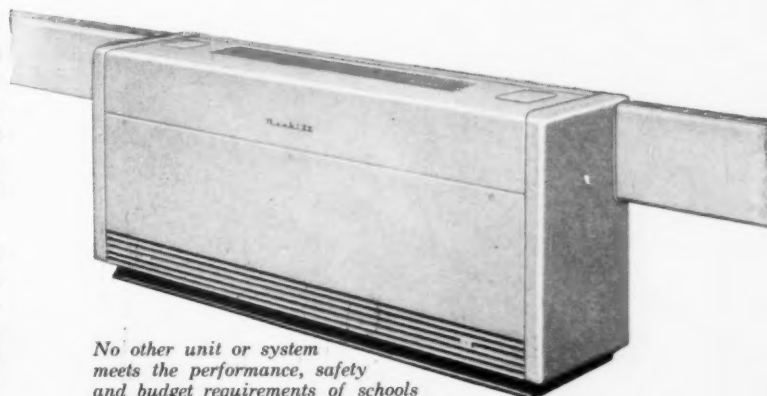
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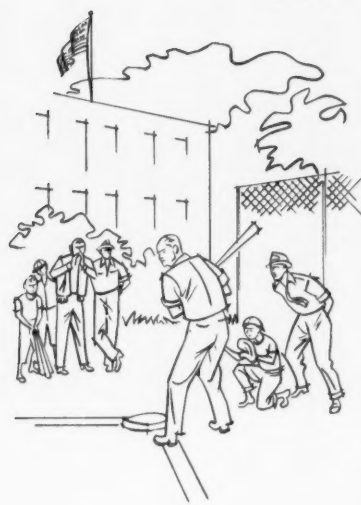
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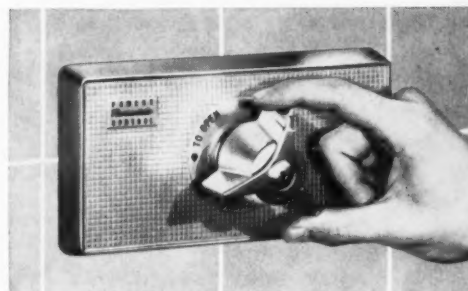
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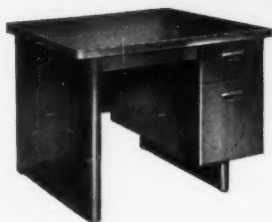
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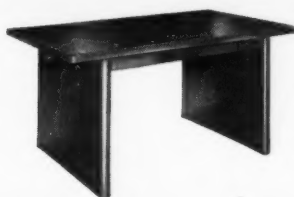
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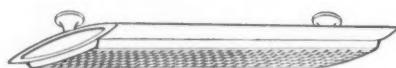
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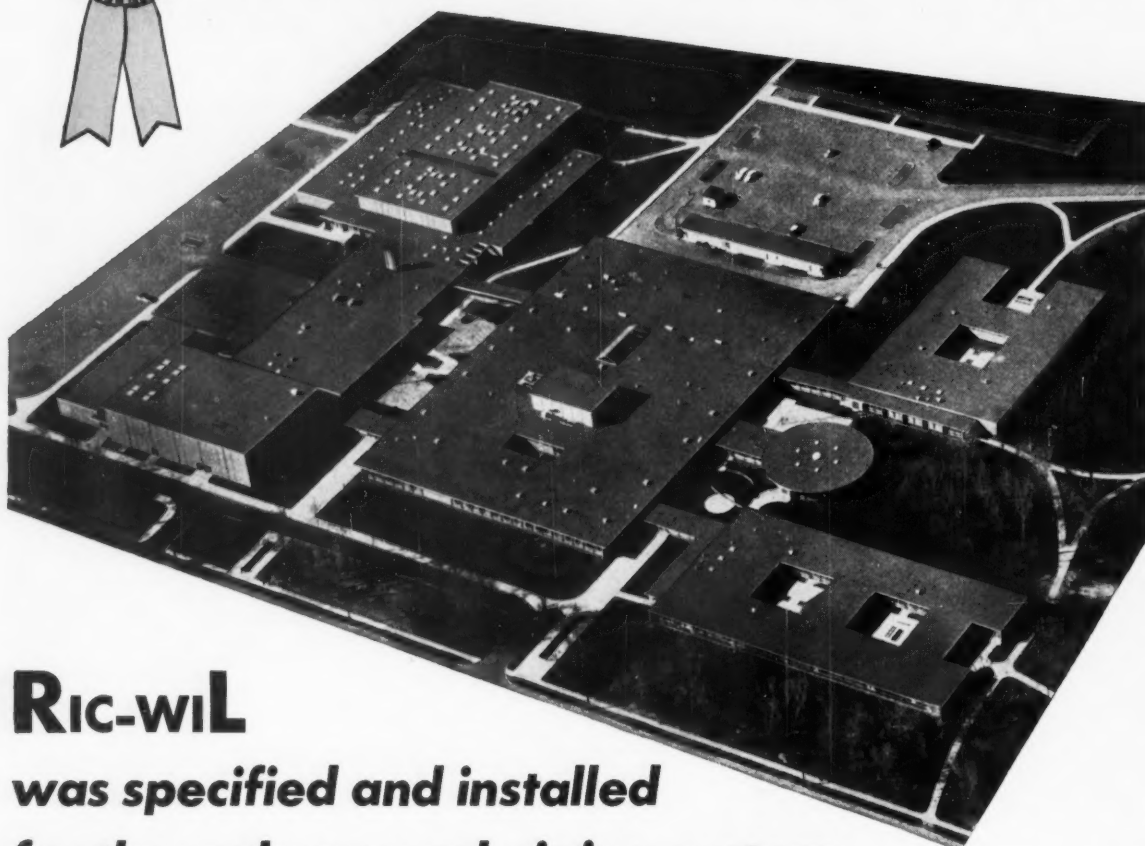
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Wisdom, vision and vigor are the ingredients of enlightened leadership. Their importance in the guidance of educational ventures are second to none. Professional publications play a unique role in advancing educational destiny. Excellence of editorial leadership is paramount. Accordingly, our publications, our readers and the profession have profited beyond measure throughout the 16-year stewardship of Walter D. Cocking.

In January, 1960 Walter will retire as editor. He will be succeeded by Archibald B. Shaw, superintendent of schools, Scarsdale, New York.

Vigor is both mental and physical. Throughout his editorship, and indeed over his entire adulthood in service to education, Walter has amply demonstrated unusual vigor on both counts. Fortunately, his intellectual strength endures and he will continue to serve us all, particularly as consultant to his successor. But who will deny the right to relax the physical demands on any 68-year-old helmsman?

The challenge facing Arch Shaw is great, but we can be confident that his maturity, vision and strength qualify him as Walter's successor. Commenting in his letter of resignation to the Scarsdale School Board, Dr. Shaw said he "could not refuse to accept this tremendous opportunity to serve the entire field of education in these critical times." —DONALD V. BUTTENHEIM, publisher

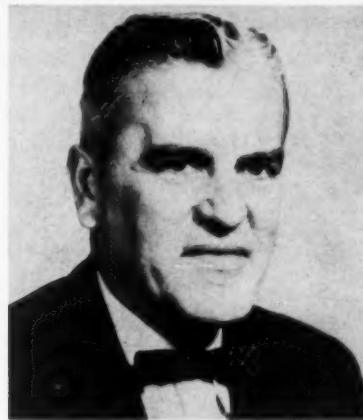


Walter D. Cocking

Walter D. Cocking has been a leading figure in American education since 1913 when he started a 10-year tour as teacher and superintendent of schools in several Iowa communities.

He has been, in succession, assistant superintendent in charge of junior high schools, San Antonio, Texas; director of curriculum, St. Louis Public Schools; professor of school administration, Peabody College, Nashville, Tenn.; state commissioner of education in Tennessee, and dean of the College of Education, University of Georgia. He has been editor of *THE SCHOOL EXECUTIVE*, *Educational Business* and *American School and University* since 1943.

In constant demand as an educational advisor and consultant, Dr. Cocking was chief specialist in school administration for President Franklin D. Roosevelt's Advisory Committee on Education, and executive director of the planning committee of the Federal Security Agency. He is the author of *Administrative Procedures in Curriculum Making, Organization and Administration of Public Education, Schools* (with L. B. Perkins), and *As I See It*.



Archibald B. Shaw

Archibald B. Shaw has been superintendent of schools in Scarsdale since 1949. He served for three prior years as assistant superintendent for business affairs. He has a total of 30 years experience in education at both the teaching and executive levels.

Dr. Shaw has served as consultant and lecturer at a number of prominent universities and has authored many articles on contemporary education. One of his outstanding contributions to educational thinking is "The Random Falls Idea—A New Look at Secondary Education," which was published in *THE SCHOOL EXECUTIVE* in 1956 as the climax of a 5-year project conducted by Dr. Cocking.

A native of Massachusetts, Dr. Shaw received his doctorate from New York University. He is a member of the national council of the Boy Scouts of America and the AASA yearbook commission.

Like his predecessor, he moves into the editorship after serving on the editorial advisory board for the *American School Publishing Corporation*.

PLAN FOR AN INTIMATE PRIMARY SCHOOL

by **WILLARD W. BEATTY**
Educational Consultant
Perkins & Will, Architects
White Plains, New York

and **DAVID L. CLARK**
Assistant to the Superintendent
Garden City Public Schools
Garden City, New York

LAST YEAR GARDEN CITY, New York opened three new primary schools for children in grades K-3. The development of these units resulted from complex circumstances involving the need for new facilities, limited available sites for new school buildings, a desire to reduce bus transportation costs wherever possible and the attraction of the "little school" as a more desirable unit in the education of the young child.

Early in the development of Garden City, which is a planned community, land was set aside for two elementary schools and a high school. Despite the planning and zoning reg-

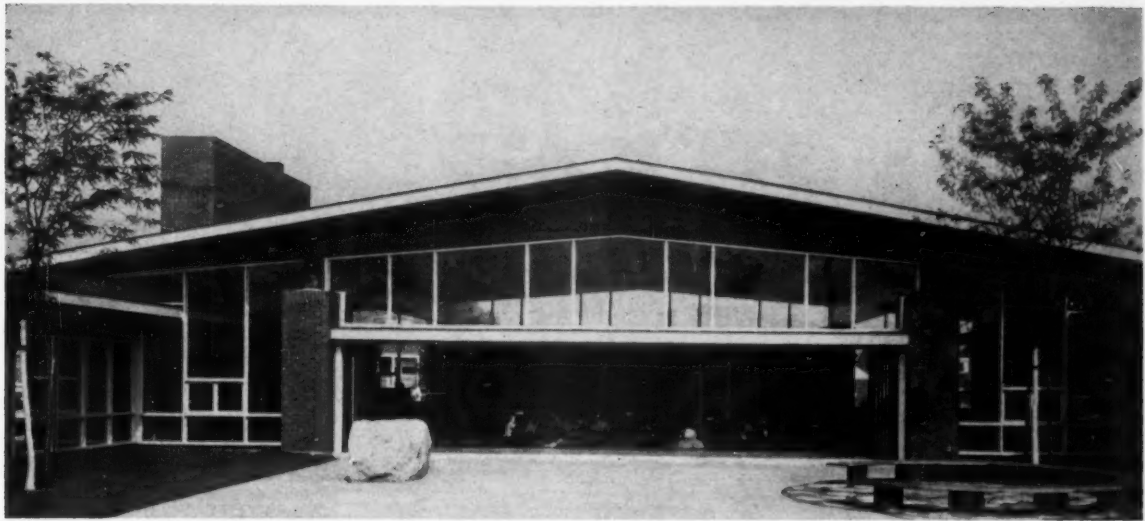
ulations, however, it was apparent by the early 1950's that these three buildings were not able to cope with the increasing school population. A 1,000-pupil senior high school was then constructed which opened in 1955. During the construction it was further apparent to the board of education and superintendent that additional provisions for elementary school space were needed. Site selection was the major problem, since no space was available which seemed adequate for a large K-6 building.

Several solutions were considered, including additions to the two K-6

Inner courtyard is often used as a classroom.

photos: Wallace Litwin





Indoor-outdoor multipurpose room.

schools which were already large elementary school units. A subcommittee of the Citizen's Advisory Committee on Education in Garden City studied the situation and pointed out once again the difficulty of increasing the size of the existing schools or of building a third elementary school the size of the two present schools.

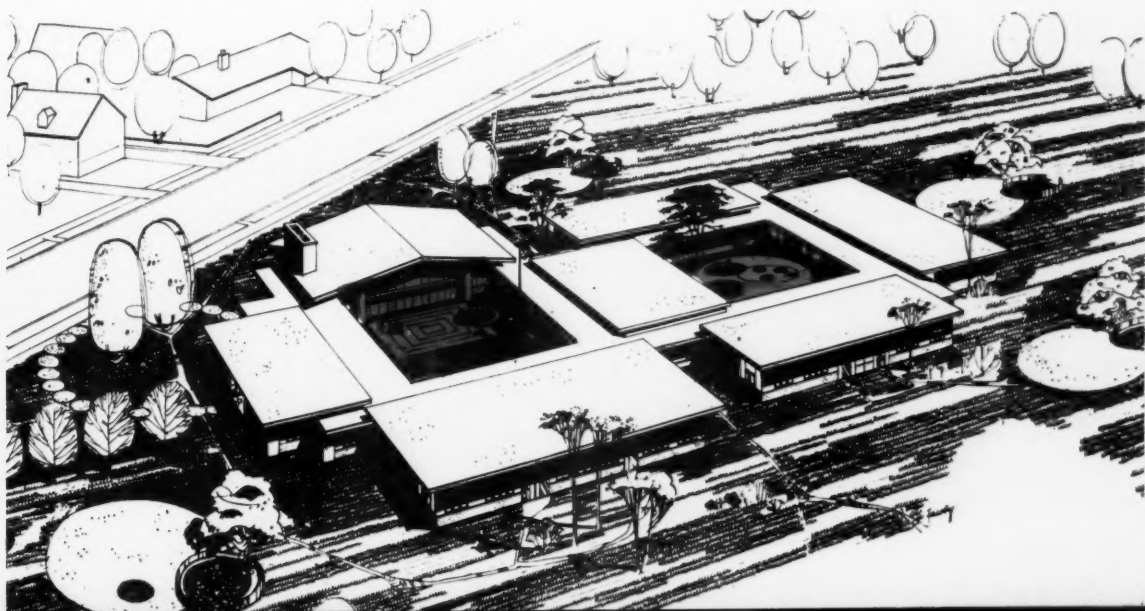
A study of village population revealed heavy concentrations in certain areas which were relatively free of heavy traffic arteries and which seemed to form natural communities within the village. This, plus the un-

satisfactory natures of the other proposals, led Superintendent McDonald Egendorf to suggest to the board the possibility of erecting neighborhood primary schools to serve these natural community areas; the board and the Advisory Committee reacted favorably.

In May, 1956 a bond issue authorizing construction of three neighborhood schools was presented to the public. At that time the district pointed out that the schools, in addition to solving a site problem, offered the following educational and economic advantages:

1. The homelike atmosphere of the neighborhood primary unit eases the transition of the child from home to school.
2. The small size of such units and the less formal organizational structure are exceedingly desirable for small children.
3. They create adaptability to the needs of pupils.
4. Opportunities are provided for pupils to assume leadership and responsibility.
5. They make possible more creative work for pupils and teachers.

A Garden City "little school."





Kindergarten out-of-doors.



6. Locating schools near children's homes reduces transportation facilities.
7. K-3 schools with larger than minimum classrooms eliminate need for an auditorium and gym, art, science, shop and music rooms.
8. Construction devices which eliminate square footage without sacrificing appearance or utility can be employed.
9. Full-time administrative staffs and specialized teachers are unnecessary except for occasional consultation.

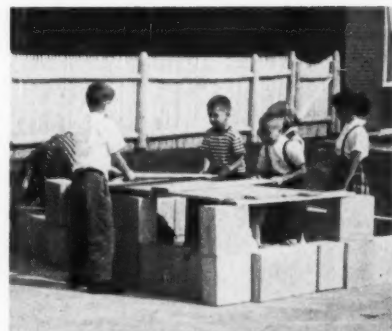
The residents in the areas where the schools were to be located were assured that the board and the architects, Perkins & Will, would make every effort to create buildings which would be in character with the community. The final brick structures are in scale with the surrounding brick homes, as well as possessed of the home-like atmosphere which was desired. Intensive development of the grounds immediately surrounding the schools was carried out. This site development was included as a part of the general construction contract and was not something to be added later "if and when" the funds were available.

As a result of this planning, the schools are now playground areas for neighborhood children as well as attractive additions to the architecture of their surroundings.

Final plans for the three schools resulted in two 12-room structures and one 9-room building. Each has three kindergartens and a multipurpose room for indoor play, music, dramatics and school and community meetings. The kindergartens each have a clear floor cover of 1,200 sq. feet and the primary classrooms exceed 1,000 sq. feet each. The total floor area of each 12-room school is 26,710 sq. feet, including a 40' x 60' multipurpose room. The larger classroom areas were achieved by economies in non-educational areas.

Contracts for the schools were let at the same time, the sq. foot cost being \$17.22. The two larger schools cost about \$460,000 apiece.

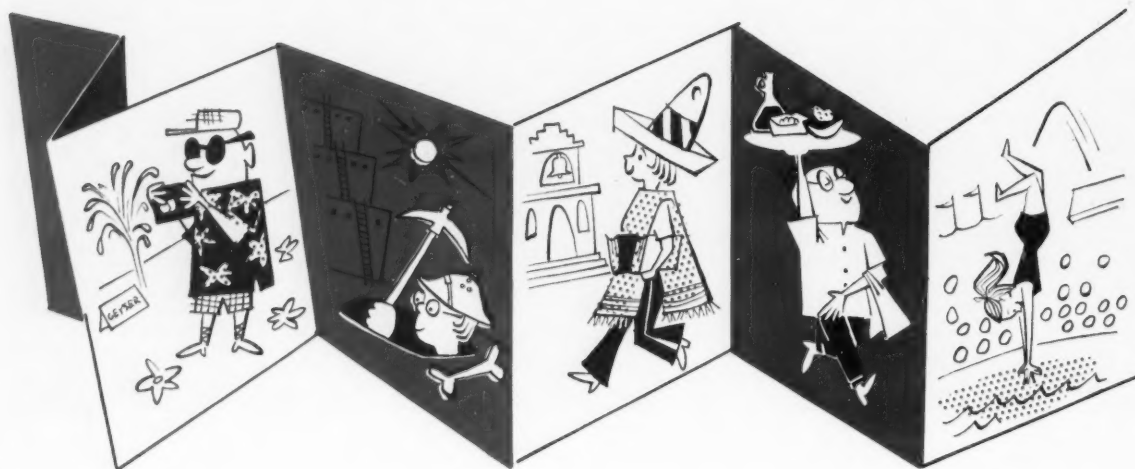
Those involved in the planning and construction of the "little schools" in Garden City are satisfied that the original advantages foreseen for these buildings are now accomplished facts. This is one instance where a site problem was parlayed into what is a distinct advantage to a school district.





Everything in these primary schools is geared to a transitional level, that between home and school. Much activity, both educational and recreational, takes place outside. This endorses the idea that learning at any age is not confined to the classroom.





teachers take to summer

*survey reveals variety of
summer occupations as
teachers exchange reading
glasses for sun glasses . . .*

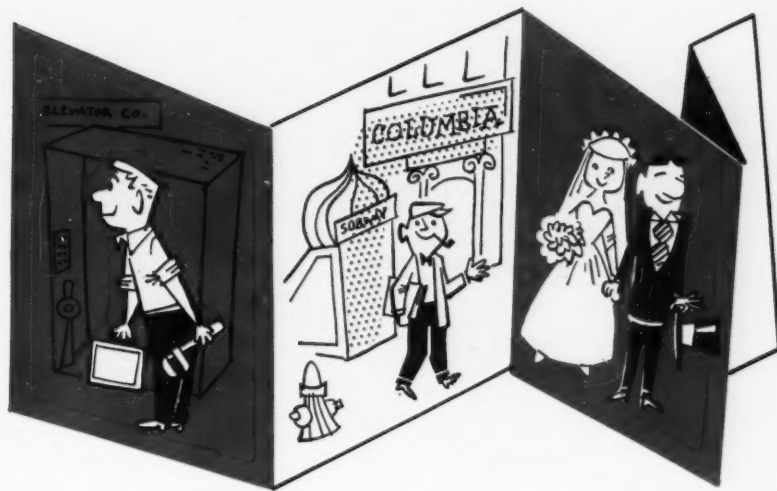
by ABRAHAM COHEN

AS WILLIAM SHAKESPEARE never wrote, "There comes a tide in the affairs of men, which taken at the flood, leads to a vacation." Flood time arrived last year for the 1,020 teachers in the Yonkers, New York public school system at the end of June, but the devil, who "finds things to do for idle hands," found no disciples among this staff. What they did with their recreation time can perhaps suggest new ideas for administrators trying to encourage their teachers to profit by their summer vacations.

In all, 996 teachers in the Yonkers school system answered a vacation poll. One fifth, or 188, spent the hot weather months gainfully employed, on jobs ranging from narcotics rehabilitation work to waitressing at Grossinger's resort hotel. There were 71 teachers who did recreation work of some type (camps, playgrounds, scouting, community centers, settlement houses).

Thirty-nine continued with their professions, teaching in summer

Mr. Cohen is director of community affairs and assistant to the superintendent of schools in the Yonkers, New York school system.



schools or tutoring. There were 12 who did secretarial work, five were employed in department stores, five were insurance salesmen. Four worked for the Otis Elevator Company, four more worked in Yonkers schools doing furniture repair and three sold real estate to widen their experience and bolster their incomes.

Others found the following diversified fields lucrative: hotel work, dental assistant work, hotel musician, clinical work, water show participation, administrative work, personnel work, hospital work, managing a swimming pool, law practice, nursing, pharmaceutical work, assisting a principal in a New York City summer school, construction work, foreign translation, teaching modern dance, precision optical work, banking, designing, cruise lines work, newspaper work, working in a textile factory, publishing a periodical, legal research government work for the U. S. Navy, engineering and auto repair work.

There were 85 faculty members who pursued further knowledge by attending colleges and universities at home and abroad, working on or completing additional degrees. The institutions of learning ranged from

the University of Besancon in France to the Universidad Interamericana in Saltillo, Mexico. Teachers College, Columbia University, proved the most popular with 24 enrolled; Hunter had 19 and New York University, 14.

Other learning sites favored by the Yonkers teachers included Fordham, City College of New York, Yeshiva, Syracuse, New Paltz, Antioch, Michigan, Adelphi, Ohio State, Rhode Island, Seton Hall, Wells, Arizona, Brockport State Teachers and Fairfield.

Of the 24 degrees completed, ten were M.A.'s, six B.A.'s, four M.S.'s, two B.S.'s, one Ph.D. and one B.S.A.

Two hundred and ten teachers broadened their education through travel, the most popular country visited being Canada. The World's Fair in Brussels proved next most attractive, with 33 faculty visitors, while France finished third with 31 teachers from Yonkers. England was toured by 25; Switzerland, Germany and the Netherlands with 21 ranked next as favorite vacation haunts. Many other countries were included in faculty itineraries, from Ireland to Israel.

Almost half the teachers polled—

414—adhered to the slogan, "See America First," covering the entire 48 states, with New England having the most visitors. Virginia with 34 was the most popular southern state, Ohio with 28 in the midwest, California with 15 in the west and Massachusetts with 126 faculty tourists topped the east.

Under miscellaneous, 99 teachers found many more things to occupy their summer. One studied archeology in the southwest, two were on active duty with the U. S. Army, 15 attended educational conventions and conferences. Nine got married, seven worked on home construction (two built their own homes). Four farmed, while others took music lessons, studied dancing, went to dude ranches, Indian reservations and sorority conventions.

Finally, 42 just rested!

As John Keats might have said, "Where are the songs of Summer? Ay, where are they?" For Yonkers teachers at least, the memories of summer have been agreeable and constructive ones, pleasant enough to linger through the ten months of classroom ahead and often significant enough to add new dimension to their teaching abilities.



1956—November 29
November 30



AFTER THE FIRE IS OUT

A superintendent logs the two hectic years that followed the burning of his high school . . . and tells how fire losses could be reduced.

by C. H. JONES, Jr.

A FIRE ALARM was received by the Nevada, Missouri Fire Department on November 29, 1956 at 10:55 p.m. The 4-story Nevada Junior-Senior High School was on fire. From this moment there was set in motion a chain reaction that continued for almost two years.

When the fire department arrived the fire was raging in a closed industrial arts area. The fire was probably not more than a half-hour old when the alarm was sounded. It seemed certain that the damage would not be great. But ventilating duct work honeycombed the 50-year-old building; this made it im-

possible to contain the fire. It just did not seem possible that this 96,000-square-foot structure could be a total loss. But, it was!

What caused the fire? No one will ever know. The most likely cause was spontaneous combustion; the janitor cleaned the area about 8 p.m. but he could have easily missed linseed oil rags, or other dangerous materials. It could have been defective wiring; wiring in the area where the fire started was 50 years old and heavily overloaded. It could have been vandalism; there had been a rash of window breaking just the previous week.

By 1:30 a.m. it was obvious that the entire building would be lost. One of the serious deficiencies dur-

ing the fire was the total lack of any salvage organization. Even with early discovery of the blaze, the entire contents were destroyed except for student schedule cards. Looking back on the events, I am sure that all of the office equipment and records, the library, and furniture from a dozen classrooms—about \$25,000 worth in all—could have been salvaged.

A lesson to be learned here is that if the fire department does not have a well organized salvage crew, then the school should organize its own. In our case we could have had a ten-man school employee crew at work in safe areas. But we waited for the fire department to give the order. It never came. The fire chief's major

Mr. Jones is superintendent of schools in Nevada, Missouri.



concern was to contain the fire and not to salvage school equipment. This underscores the need for a clear understanding with the city fire department as to what should be done.

When it became obvious that the building would be a total loss the first task was to notify 900 students there would be no school next day. This district serves a 300-square-mile area and this was not an easy task. Some bus drivers lived in remote areas. The school bus supervisor was an important link in this part of the chain. All drivers were advised before dawn.

THE 23-MONTH LOG . . .

November 30. At dawn the next day the building was red hot and parts were still burning. The problem was to rope off the area to prevent entry into the burned-out building. This was a police function but the school provided a night watchman.

From 5 until 9:30 that morning I was unable to leave the telephone—newspapers, radio stations, wire services and many others were wanting the story.

At 11:00 a.m. the board of edu-

cation met in emergency session to consider four immediate problems. First, a board member familiar with construction was directed to get the remaining walls torn down (these were now extremely dangerous). Second, as superintendent I was directed to make an immediate survey of the insurance policies. The policies were in a fire-resistant vault buried under heavy debris that was hot and burning. Third, I was authorized to replace furniture, equipment and books lost in the fire. Fourth, a three-man board committee was directed to investigate the availability of temporary classrooms.

It was a strenuous day for everyone concerned. Work began at 1:30 p.m. to remove the old walls. A heavy crane and trucks started the work. The local contractor removed the old walls and paid the district \$1,000 for the building salvage. Four out-of-town contractors quoted cost prices ranging from \$6,000 to \$11,000 to do the razing. Local folks will usually respond in time of great civic need.

The first order for school furniture was placed at 3 p.m. The school supply houses gave us priority over all others. Furniture was diverted to Nevada from other schools. Special discounts were granted and excellent cooperation secured. The first truckload of chair-desks arrived three days after the fire. A storage room was rented to stockpile the supplies.

The board had its second session at 7:30 p.m. that evening. Leases on an empty store building and a large garage building were signed. A lawyer member of the board did all the legal work without charge. Preliminary steps for a bond issue to finance new construction were authorized at this meeting.

December 1. The second day, workmen were busy remodeling the store building for 160 8th-grade pupils. The plan was to partition the building into four large classrooms and to provide heat, utilities and toilet facilities.

The high school staff began the work of ordering textbooks and necessary supplies which were to arrive in record time. When companies

know the problem they are a great strength in these disasters. Additional discounts and special handling were appreciated.

December 5. The board met again to approve a lease on a partially completed church education building.

Because of the loss an immediate study was authorized to revise the remaining insurance program. All policies were examined and it was officially verified that coverage was \$750,000 on the building and \$73,000 on the contents. Carefully kept inventories, an appraisal and other documents were studied. To a superintendent it is a great consolation to review a well administered insurance program after a loss. It is difficult to get a school board to give these details of operating a school proper study, but when a loss occurs, they are grateful that the matter has been properly handled.

December 7. Seven days after the fire the fourth board meeting was called. A study of the old 1855 deed to the high school site was made. Rumors were circulating in the community that the site reverted to others. A legal study revealed no such provision, but to reassure the public the board authorized the purchase of title insurance. Architect service was a matter of lengthy discussion at this meeting.

December 8. The board approved a lease on another store building.

December 10. The board met and inspected the first temporary building to be completed and approved it for classes.

December 11. On the eleventh day after the fire the 160 8th-grade pupils resumed classes with reasonably satisfactory rooms, new books and furniture. These pupils were back in class with only seven school days lost.

December 13. The board approved the use of the American Legion armory for basketball practice and the public library basement for band instruction. A high school site study had been conducted by an architectural firm and the state director of school building services. The reports were studied, accepted and made public. With 12 days lost, the 150 7th-grade pupils returned to



Superintendent Jones examines the school records salvaged from the fire. Such documents become vital after a disaster.

classes in the Nevada Motor Building.

December 18. The purchase of new band instruments was approved. The 9th grade returned to classes. The board appointed a committee to explore the availability of the land selected for a new high school. Architects were formally employed at this meeting.

December 22. Twenty-two days after the fire 60 percent of the students were in class. The board authorized a request for state aid under a little-used statute.

December 26. The day after Christmas the board approved the purchase of the new high school building site. Investment of surplus building funds in treasury notes was authorized. The board made formal offers to three property owners for ground adjacent to the purchased school site.

January 2. All pupils were back in class. In the temporary quarters it was inevitable that pupil problems would arise. The first day seniors were back in classes two boys lighted a firecracker inside the building. They were suspended and ordered to appear before the board of education for re-admission. The board had not handled a pupil problem in 13 years. It took prompt and decisive action on these cases. The effect on

the student body was amazing. Potential discipline problems melted away.

January 9. A resolution was approved calling for a special bond election and for an operating levy for four years.

January 29. The board met with a member of the State Education Department to discuss plans for new construction.

The board had prepared a statement of policy which was printed as a paid advertisement, with each board member paying his share of the cost. It covered a full newspaper page. The policy statement cleared the air of rumors and crystallized the public viewpoint. The board of education took a very active part in the bond campaign. Board members were frank in their answers to questions. They shared all information with the people. There were no secrets and nothing was withheld.

February 28. Three months after the fire the voters approved a maximum bond issue and a 4-year operating levy by margins of eight to one. It was estimated that 95 percent of the eligible voters cast ballots. Lines formed a block long at the polls.

February 29. The board approved the election results and authorized the sale of improvements located on the new school site.

March 5. The sale of the bonds was authorized.

March 12. Owners of adjacent property appeared at the board session to discuss a sale price.

March 14. The bonds were sold. In selling the bonds a favorable interest rate was desired. Working by mail and long-distance telephone, an A rating with an investment company was secured in time to bring a net savings of thousands of dollars in interest costs.

April 2. The bonds were issued and the bond money safely invested in treasury notes.

April 5. The first plans for a new high school were presented to the board. In developing the educational plan every staff member was invited to offer suggestions in scheduled conferences with the principal. All ideas were noted and when the conferences were completed a review of all suggestions was made by the principal, superintendent and the board of education. A final series of recommendations was given to the architects for study.

April 10. The board met with the architects and approved a site grading plan.

May 8. The purchase of a block of ground adjacent to the high school was approved.

June 12. The site grading contract was let and a study was made of revised plans and specifications.

July 10. A revision session was held with the architects.

July 25. Final plans were formally approved.

August 21. Bids were received and, 265 days after the fire, a contract was let.

August 27. A ground-breaking ceremony was held and work began on the new \$1.5 million high school.

September 11. Previous planning began to bear fruit. Because of the excellent fire-proofing in the new building, the builders' risk insurance was placed with high grade mutual companies with a 30 percent dividend payable. The first change order on the building was approved at this session.

October 9. The board formally announced its intention to sell the old high school site.

November 13. The formal notices of this sale were adopted setting the sale for December 11. Complications arose after the legal notices had been posted. It was discovered that in spite of the fact that the site was in the heart of the business district, it was zoned residential. It had long been the policy of the zoning board to zone schools as residential. Of course, such a zoning would hamper the sale.

November 18. The sale was cancelled and preliminary steps taken to secure a rezoning to commercial. These little unexpected delays are exasperating and consume more time than major problems.

It was necessary for the zoning board to hear the request of the school board. After deliberation the zoning board recommended that the city council rezone the property.

January 3. The council held public hearings and the classification was changed. The school board met and fixed the conditions for a new sale three weeks later. Notices were published and the legal requirements met.

The community then proceeded to become involved in a controversy. A group of civic leaders proposed to purchase the site as a downtown parking lot and to sell it to the city. The city was to pay for it through parking meter revenue bonds. Many citizens opposed this plan.

Although the school board had no real interest in the parking lot, it was feared that with a civic group bidding, the commercial concerns would be reluctant to bid against them—thus lowering the sale price. At the auction there were three bidders and the civic group was high bidder at \$45,500. The board met immediately and rejected the bid. It was both criticized and praised for the action.

March 26. Another attempt to sell the site was made with no bidders.

April 9. The site was sold for \$61,100 with two bids. The school board had persisted and had netted \$15,600 over the first price.

Contracts were let on equipment for the new building. The total was \$109,174. At this meeting the decision had to be made whether to

retain the temporary buildings into the 1958-59 school year. The choice was a difficult one because of the stage of the new construction. The leases were cancelled to be effective June 1. The temporary partitions were to be removed when school was dismissed and the furniture stored for the summer.

April 23. The cornerstone ceremony was approved. The ceremony was conducted by the Masonic Lodge.

At this point one of those unexpected little problems arose. The flag pole on the old site was set in six feet of concrete. The class that had furnished the pole two decades ago wanted assurance that the pole would be used at the new high school. This problem created quite a stir for several weeks.

July 30. Bids were received on the site development.

August 6. A contract was signed for this site development.

September 15. The first of the new classrooms were occupied, 23 months after the fire.

IN CASE OF FIRE . . .

From the fresh and practical experience gained from this disaster we have several recommendations to make to other school districts:

Prevention: Architectural and engineering surveys of old or new buildings aimed at prevention of disasters could be highly valuable. In our case the installation of fire dampers in the ventilating and heating shafts might have made it possible to contain the fire. Frequent inspection of buildings by the school board, firemen and other people can turn up danger areas. Around-the-clock custodial service would materially reduce the lag from fire start to fire alarm.

Notification: The superintendent of schools should be notified as the alarm is turned in to the fire station. His knowledge is needed from the very start of the efforts to extinguish the fire. Every school should have an organization of employees ready for duty in emergencies. Salvage of school equipment in relatively safe areas could be an important part of their duty. Their usefulness would

be dependent on notification early enough for safe duty.

Inventory: After the fire comes the need for accurate inventories and appraisals. Insurance settlements are based on proof of loss. In our case a 1934 appraisal was the most valuable document in the vault. It is money well spent to have professional appraisals of all property. These can save insurance premiums and can result in prompt settlement in case of loss.

Insurance: To carry less than 90 percent of the insurable value is to take unnecessary chances with a public building. Annual revisions of fire insurance programs keep the problem before the district. Here again, guessing at the insurable value of a school building is poor policy. Every superintendent and school board member should be a thorough student of insurance. In its 98 years of operation, our school board has recorded more words about insurance in its official minutes than on any other topic.

Sites: A complete survey of deeds to school sites should be in the official records of the district. School sites may have been deeded to the district with restrictions or reservations. Complete current information on these titles can save embarrassment.

Speed: In our situation the question arose as to whether or not a citizens committee should be organized to help. After lengthy discussion the school board decided against it. Their reasoning was that the elected board was actually a citizens committee. Also, the board recognized that the responsibility for decision rested with the legally constituted authorities. Time was important, too. A citizens committee might have resulted in delays. Instead, the board utilized professional services of real estate dealers, the State Department of Education and architects, and acted on their recommendations.

Perhaps the biggest challenge in the history of a school district may come through management of a disaster. It is good business to make adequate preparation for a disaster that may never occur.



TAXATION

IN MANY COMMUNITIES where school bond issues have been defeated, it was found, upon investigation, that the citizens lacked an understanding of the entire educational program, and a sense of involvement in what the schools were doing and what they were planning to do.

This situation is more likely to occur in a consolidated or "community unit" school district—K-12-and-beyond—which has superseded smaller districts, responsible for only a segment of the educational program.

Name lay committee

Realizing this, Community School District No. 427 of Sycamore, Illinois took a significant step forward in the progress of public education in the community by establishing, in 1954, a Citizens Advisory Committee. It was made up of 12 representative members of the community. One of the first projects undertaken by the committee was a systematic study of the entire educational program, with a view towards providing recommendations to be considered

by the board of education in the process of fundamental decision-making and of effective improvement of educational opportunities for children, youth and adults in the community.

Assisting the Citizens Committee in this study were: the Office of Field Services, an agency of the College of Education of the University of Illinois; a Faculty Survey Committee; and members of the University consultant staff. In addition, certain other specialists at the University were called upon for counsel and assistance.

Study community

Members of the Advisory Committee were grouped into four subcommittees for the first phase of this study. Their task—to secure vital facts concerning the local community. These groups made a detailed analysis of the history of the community, paying particular attention to the development of public education, the economic base of the community, population trends and social services.

Faculty studies program

Meanwhile, the Faculty Survey Committee began to take stock of the existing school program. Six faculty subcommittees were formed

by AARON W. HARPER

Dr. Harper is assistant professor of education and educational program consultant, Office of Field Services, College of Education, University of Illinois.

Involving the citizens in what your schools are doing and what they should be doing will pay off, not only in successful bond issues, but in an improved educational program with strong lay backing. This article traces the benefits of citizen involvement in an Illinois community.

with Representation

to carry out this phase of the study, each with responsibility for one of the following areas: curriculum; special programs and services; extra-curricular and auxiliary activities; community services and relationships; personnel policies and staff; and promotion and reporting practices and follow-up study of graduates and dropouts.

Second step in the study was the formation of a tentative statement concerning the purpose of the public schools in the community. This was undertaken by members of both the faculty and lay committees, who met jointly in four subcommittees.

Outline improvements

Following these preliminary steps, the Lay Advisory Committee and the Faculty Committee were each divided into four subcommittees to evaluate the existing program of education as a step towards determining whether the general framework of the program of studies and services was adequate to the proposed goals. At a point where faculty and lay subcommittees came together to discuss the evaluation of each major area, University consultants met with them to help in pointing up problems and concerns, program strengths and weaknesses, and

in developing recommendations for improvement.

Final task of the survey was bringing together major conclusions and planning for improvements. The Lay Committee, faculty resource persons and the Office of Field Services staff worked together on this phase of the study, summarizing conclusions and developing recommendations for the broad outlines of a professionally sound program acceptable to both faculty and citizens.

The committees clearly recognized that, although citizens of a school community (including the faculty) may properly be called upon to assist in the *development* of basic educational policies, only the board of education is endowed with the legal authority to *enact* or *adopt* such policies.

Progress report

Since the presentation of the formal survey report to the board of education in August 1957, vigorous steps have been taken to translate into action a number of its important recommendations. Among the accomplishments revealed by a progress report as of last summer are these:

1. The general speech program for all high school students has been

lifted from a short unit in each English class and concentrated in one semester of the tenth grade.

2. Temporary farm shop facilities have been provided on the present high school site.

3. A course in home economics for 11th- and 12th-grade college preparatory students and future nurses was offered for the first time in 1957-58.

4. A room for educable mentally handicapped pupils has been opened.

5. The Girls' Athletic Association program has been expanded, and the amount of time to intra-murals has been doubled.

6. Additional teachers were added in the fields of art and music this past school year.

Approve bond issue

Most important of all, however, a bond issue for \$1.05 million has been approved by voters in the district to provide for the first stage of a new senior high school building. The educational program projected by the survey, including the accomplishments listed above, has served as the starting point for planning this building. Additional specific recommendations for farm shop facilities and a business machines course will be incorporated in the new building.

*Spanish culture is studied and
the language is taught in this
California elementary school
program . . .*

SE

HABLA ESPAÑOL

It was in the fall of 1953 that the first elementary-level Spanish class was begun at Bardin School in Salinas, California. A decision was made at the outset that the emphasis would be on speaking and understanding Spanish; great stress would be placed on acquiring a speaking vocabulary and on developing correct pronunciation, inflection and the other skills which pertain to oral communication.

At the time, there were those who looked on this program with a distinctly jaundiced eye. They felt that the time could be better spent learning English, or that there was no time to fit another subject into an already tight schedule. Despite these and other objections which are always raised by those who do not take kindly to change, the Spanish program was introduced. It wasn't easy, but pioneering seldom is.

Spanish was to be offered to all students in the 4th, 5th and 6th grades; there had to be a rotation of

teachers while the Spanish instructor was in the 5th- or 6th-grade room. In this school there was available a 4th-grade teacher with wide experience in teaching foreign languages who had spent some time in Mexico and who held a master's degree in Spanish.

The idea was an instant success with the children. They were delighted and their parents were amazed.

The following year, because of the tremendous interest and popularity of this subject, the principal voluntarily relieved the Spanish teacher of two classes daily so she could spend a 20-minute period three times a week in other classrooms. In this manner the regular classroom teacher could learn the teaching method, review forgotten high school Spanish, or perhaps learn the language with her own class for the first time.

Several of the primary teachers who were teaching on double session schedule found their way into these classes. They in turn became enthusiastic about the idea and introduced Spanish to their own 1st or 2nd grades. In this school Spanish is now being taught from grades 1-6.

The method used is strictly an aural-oral presentation. The learning

period may consist of a 20-minute period three times a week or a 10-minute daily period. The amount of time spent averages to about one hour per week.

Astonishing results are obtained with this amount of time. Vocabulary building is the main objective for the first few years. From the very first lesson the children try their wings by using greetings, leave-takings and courtesy phrases in Spanish.

At the same time they are acquiring a vocabulary by means of well-defined categories of food, clothing, transportation and such, so that there is a steady progression in building vocabulary skills. Wherever possible the Spanish unit coincides with the curriculum unit of the particular grade.

Vocabulary review is provided by contests, games and spelling bees. The study of traditional songs and native dances encourages an appreciation and understanding of another culture.

As the children develop a workable vocabulary and a certain amount of flexibility, they write original dialogues and adaptations of fairy tales. During the second semester of the 6th grade, the reading and writing of the language is begun and

by **MILDRED RAMOS**

Mrs. Ramos is teacher-director of the Special Education Program in the Alisal Union Elementary School District, Salinas, California.



The dance: *el baile*.



The store: *la tienda*.

the beginnings of formalized grammar are introduced.

It is the belief of the school district that the best and most enthusiastic instruction is handled by the classroom teacher. In this way many unused minutes throughout the day can be utilized for promoting another skill. Therefore, spontaneity and desire must motivate the teacher herself.

With this idea in mind a purely voluntary in-service training program was begun for district teachers. In these workshops a step-by-step method is demonstrated for presenting Spanish to children at any grade level.

A definite course of study is planned with steady progression from one level to the next. A handbook is provided for each level and detailed instructions given for teaching each unit. For those who wish to be more secure in their pronunciation a record is available which follows the handbook. In this way every effort has been made to insure an acceptable pronunciation for both teachers and students.

A program which began as an experiment has attained in the small time of five years the status of demand requirement.

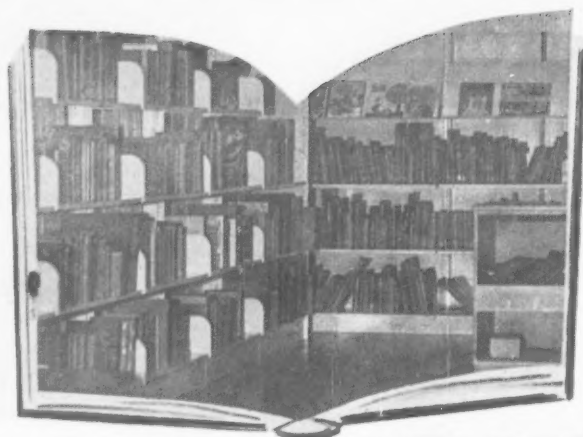
Every year the number of teachers wishing to teach Spanish increases. From this pilot program in the Bardin elementary school the idea has taken such fire that a majority of the teachers in the district are now teaching Spanish in their classes.

Language experiences resulting from such a program equip pupils for more rapid progress in high school. They possess a language readiness denied others who do not study a second language at the elementary level. There are advantages to teaching another language at an age when the student has a natural ability to absorb it. This ability is at its peak in the early years and wanes with the approach of adolescence.

Since it is felt that a longer learning period is vital to the acquisition of another language, children who are introduced to the delights of speaking a foreign tongue at an early age will be able to take their place at the conference tables of the future and converse with the family of nations in their respective languages. When the language barrier has been overcome, other people will better realize that we respect their cultures and their rights and thus education will have opened another avenue for peace.



The outfit: *el sombrero y el serape*.



LOW-BUDGET LIBRARY

With more ingenuity than money, this district set up full library service in each of its 17 elementary schools.

by W. EARL WHITAKER

ADEQUATE LIBRARY PROGRAM on a shoestring? This was our predicament in the Redwood City Schools in 1953 when it became evident that the library program and facilities we had were in poor shape. But with a serious shortage of classrooms also, how could we improve our library facilities?

First, the school board employed a full-time district librarian. She was requested to make a study of the library opportunities in the district and to recommend necessary improvements in the library program for which financing might be possible. Our professional library staff at the time included the full-time librarians in the three 7th- and 8th-grade schools in the district.

All of the schools had some library collections and some attempts had been made by the individual schools to have these collections centrally located. But in most schools there was little, if any, space for locating a library facility. Most of the book collections were lodged in the various classrooms. In addition, there was little clerical help to keep an account of the books or to have them catalogued. It was a major task to organize these scattered collections to prepare for their distribu-

tion. As great a task was to discover within the school buildings where libraries might be centrally located.

As a result of the employment of the district librarian, much district cooperation plus a great deal of ingenuity, each school now has its own library center with its book collections well organized for distribution. Parent organizations have also made sizable contributions. The district librarian, working with the principals, librarians and teachers in the individual schools, supervises the selection and purchase of all library books. This assures careful selection of books and affords substantial savings by placing orders out on bid.

As new classrooms were added in the district, we considered providing special spaces that would serve as library centers, even though often shared with special teachers at times for other instruction. One school even found it possible to convert a basement area into what is now an attractive library; another used a portion of a hallway for this purpose. The three largest schools which serve 7th- and 8th-grade pupils (to whom library provisions are particularly important) each provide a well equipped library under the direction of a full-time librarian. At present

Mr. Whitaker is assistant superintendent with the Redwood City, California School District.

these three schools have a collection of 15,250 volumes.

Our library facilities now vary in size from small rooms which can accommodate eight to ten pupils to rooms large enough to seat an entire class or more. In every case, however, children recognize each center as a place where complete library service is available. The volumes shelved in the newly established libraries serving the K-6 grades now number approximately 31,158. And we plan to add continuously to these collections.

Since full-time librarians can be provided for only the three large schools, it was necessary to provide other library service for the remaining 14 schools. Here the interest of our parents was most valuable. In 11 schools the parent organizations provide mothers to serve as librarians on a rotation basis. The district librarian conducts training classes for these mothers. The results are to be found in 11 libraries efficiently operated by enthusiastic mother-librarians. In the other schools, classes provide librarians, under teacher supervision, or faculty members share the responsibility.

Because school libraries can be

most useful to the instructional program, the basic curriculum of our district is the guide to selecting the books for our libraries. The books are purchased to fit into the curricular requirements, and used by the pupils to support the classroom instruction. Classes visit their libraries regularly for instruction in the use of the library. Children use the facilities for reference work and for work on classroom projects.

For many years the school district and the city's public library have worked together to develop in the children an interest in reading. This effective relationship has been stepped up now that our school libraries have been improved. Visits to the public library and its branches are made by classes at all grade levels for instruction in the use of the library and the function of the card catalogue. The children may check out a book at the time of their visits. Reading lists are also provided to guide their selections.

Each year, prior to the summer vacation, staff members of the children's section of the public library visit all of the classrooms in the school district to talk to the children about the new books added to the

library and to distribute summer reading lists. This, combined with the encouragement of the teachers, has resulted in increased reading each summer. Apparently greater emphasis on library use in the schools extends rather than replaces public library use.

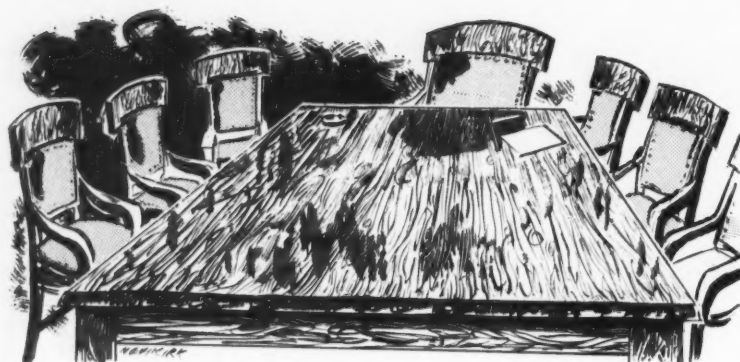
Another valuable service rendered to the schools by the public library is the loan of sets of books to teachers for use in their classrooms. This is valuable in encouraging recreational reading and as resource material for various school subjects. This cooperation from the city has done much to encourage children to use the library and to maintain an interest in reading.

In a time of classroom shortages it is reassuring to know that a will to provide a necessary service, combined with cooperation and ingenuity, can do much to provide adequate library opportunities for children. This is shown in the Redwood City School District. To be aware of the importance of libraries in a district and to do something about it is of prime importance, since the ability to read and the development of an interest in reading is basic to the entire curriculum.



Two of the new library centers in Redwood City schools which now shelve a total of more than 46,000 books. Full-time librarians and parent volunteers keep the libraries in full operation.

Education as



A look at the relations between school boards and school administrators shows why these groups often "invade" each other's areas of action and prerogative.

UNTIL RECENTLY school board members, for the most part, confined their attention to the business specifics of school operation. Let the administrators look after the 3 R's; board members were concerned with the business B's: buses, buildings, budgets and bonds.

Within the past five years, however, the American school board member has begun to turn his attention toward those more fundamental obligations which tradition, history, law and the American democratic system itself have placed upon him. Now he thinks in terms of

educational philosophy, curriculum, instruction and evaluation. This change reflects the growing citizen interest in education that has been observed over the country in this same period. With citizens everywhere prescribing remedies for the symptoms of educational illness which they claimed to recognize, I believe it was borne in upon school board members that unless they fulfilled their essential function and charted a course through the shoals of educational controversy, other groups could be expected to fill the vacuum left by their *own* neglect.

Now, the more that school board members delve into the most basic areas of their responsibility, the more disconcerted and even alarmed become those with professional respon-

sibilities in public education. As a former teacher, principal and superintendent, I find this response understandable. To a person who has studied public education at a professional level and who recognizes that education is a complicated business whose problems seldom lend themselves to simple solution, the idea of "amateur" direction of our schools can raise all sorts of fears. Such a response reflects a broader dilemma of free nations in the growing complexity of the modern world, the dilemma between the demand for skilled proficiency on the one hand, and the demands of democratic direction of public policy on the other.

There are, of course, many school administrators who not only encourage their board members to assume the full measure of their responsibilities, but who have developed training programs aimed at increasing the level of understanding and information which their board members bring to their job. These administrators are rewarded by the kind of co-operation which can only come about through efforts to build a common meeting ground of information and understanding. It would seem that public school administrators whose personal faiths are founded in the democratic tradition would do everything possible to educate their own board members to the levels which will make citizen decision a realistic balance between public will and professional know-how.

Mr. Shannon is executive director of the National School Boards Association, Inc. This article is taken from a speech he gave at a conference on educational administration at Harvard.

School Boards See It

by W. A. SHANNON

Research studies indicate, however, that the great majority of public school administrators provide no leadership in developing programs of either orientation or training of the board members with whom they have to deal. It is interesting to note that almost every study of the subject has indicated that school board members not only welcome, but depend upon, the guidance of their superintendents in reaching the decisions which are their basic responsibility.

It seems obvious to me that as long as educational change remains so subject to lay decision or approval, the development of recommendations for change must involve the participation of citizens in a position to do something about them. We have had enough of pointing with alarm. What is needed is more cooperative participation of all those who are in a position to render educational decisions or to affect the patterns of those decisions.

Only through greatly accelerated efforts to bring together the professional and the non-professional leaders of American public education will effective relationships be established through which educational problems may be intelligently examined and effectively resolved. Unrealistic appraisals of the sources of American educational control can do nothing but redound to the detriment of American educational improvement.

Let no one mistake the fact that

school board members throughout America will increasingly continue to look at their schools with a critical eye, well aware of their fundamental power to instigate any changes which they may consider necessary in the interest of the creation of stronger schools.

Let no one mistake the equally important fact that intelligent educational decision requires the wisdom and knowledge which only the trained professional can bring to educational deliberation. What we need today is a new and wholehearted commitment to lay-professional cooperation in educational decision-making. The National School Boards Association stands ready to cooperate in every possible manner toward this end.

As the school board members of America look at their schools today, and look with new eyes upon their own responsibilities in public education, what are the major questions and problems to which they are giving their attention? Here are some of them:

Subject-centered vs. child-centered education. Is the division between "subject-centered" and "child-centered" education about which there has been so much talk a real one? Can the better elements of each be put together into a stronger approach to teaching and learning?

Meeting the needs of all pupils. Board members are practically unan-

imous in believing that American public education must meet the needs of *all youth*, but what do we really mean by that phrase? And how can we do this effectively so that gifted, average and exceptional children receive the best education commensurate with their abilities and needs?

National policy and local control. How can the demands of national and public policy and national concerns be reconciled with the demands of democratic educational control? How can the former be met without destroying the latter? How can national demands be effectively met without national dictation?

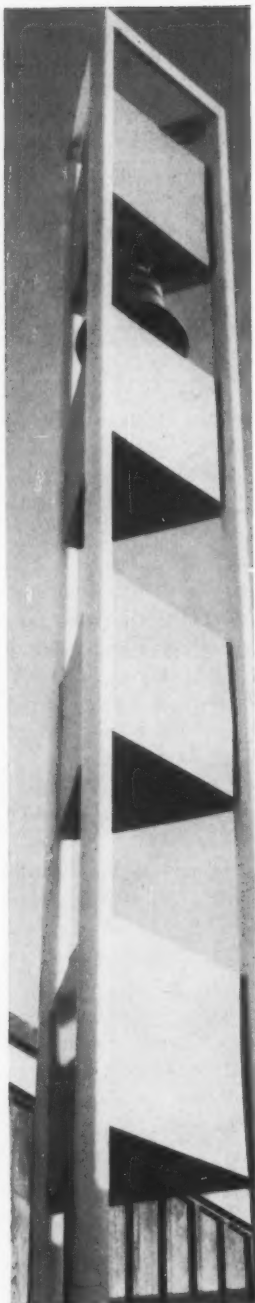
Identifying and rewarding good teaching. How can teaching effectiveness be evaluated? How can good teaching be identified? How can superior teaching be rewarded? How can potentially superior teachers be identified?

Educational television. Is television the major instructional medium of the future? Or will it prove only an effective aid or supplementary device? Or will the current enthusiasm for television teaching fade as did that for motion pictures in an earlier period? If television is the coming thing, how can a school district prepare for its more effective use?

Better use of personnel and facilities. How can teachers be relieved of non-teaching responsibilities? How can school facilities be put to more efficient use?

School program evaluation. How can the local district employ the techniques and findings of research in order to determine the effectiveness of the school program? What are the major criteria of effectiveness?

Citizen participation in school affairs. With the increased citizen interest in public education, how can citizen participation be most effectively used to bring about sound and orderly change in positive directions? What should be board policy and approach for citizens committees? What should be the board attitude toward the growing number of special-interest groups with special causes to foster?



Belttower: Arthur W. Ferguson Elementary School, York, Pennsylvania. Architect: Buchart Associates, York.



NEW DIRECTIONS

There were several highlights and implications in THE SCHOOL EXECUTIVE'S Eighth Annual Competition for Better School Design, reported in the May issue. For the benefit of our readers, both educators and architects, we requested the jury as a whole and as individuals to submit their considered judgments of the Competition. The jury—chairman Eberle M. Smith, Detroit architect; John L. Cameron of the N. C. Department of Public Instruction; Philadelphia architect Vincent G. Kling; Donald J. Leu of the Mich. Department of Public Instruction; and William M. Pena of the Texas architectural firm of Caudill, Rowlett & Scott—carefully studied the entries and have given us their views, which should prove to be unusually worthwhile and pertinent.

WE WERE IMPRESSED by the quality of entries in this year's Competition. The whole series seemed to have one architectural purpose: a search for interesting forms to express the varied functions of educational buildings. Some results were impressive but others were grossly overdone, with too much concern for roof profiles and structural shapes.

We liked the fact that all plant types were represented. However, there did not appear to be a set type of design developed solely for one particular region of the country.

Real creativity was not an abundant commodity. The top third and the winners themselves stood out for the creative manner in which they solved a problem. Simplicity was a keynote of the top awards—*creative* simplicity.

Air conditioning and artificial lighting are having an impact on school design. We are in the midst of a conflict between designs using artificially controlled environment as opposed to the checkerboard type design which uses the out-of-doors. We do not think these trends will result in compact schemes which lose closeness with nature.

The jury felt that the elementary school entries did not disclose any particularly new designs. We would encourage architects to study all phases

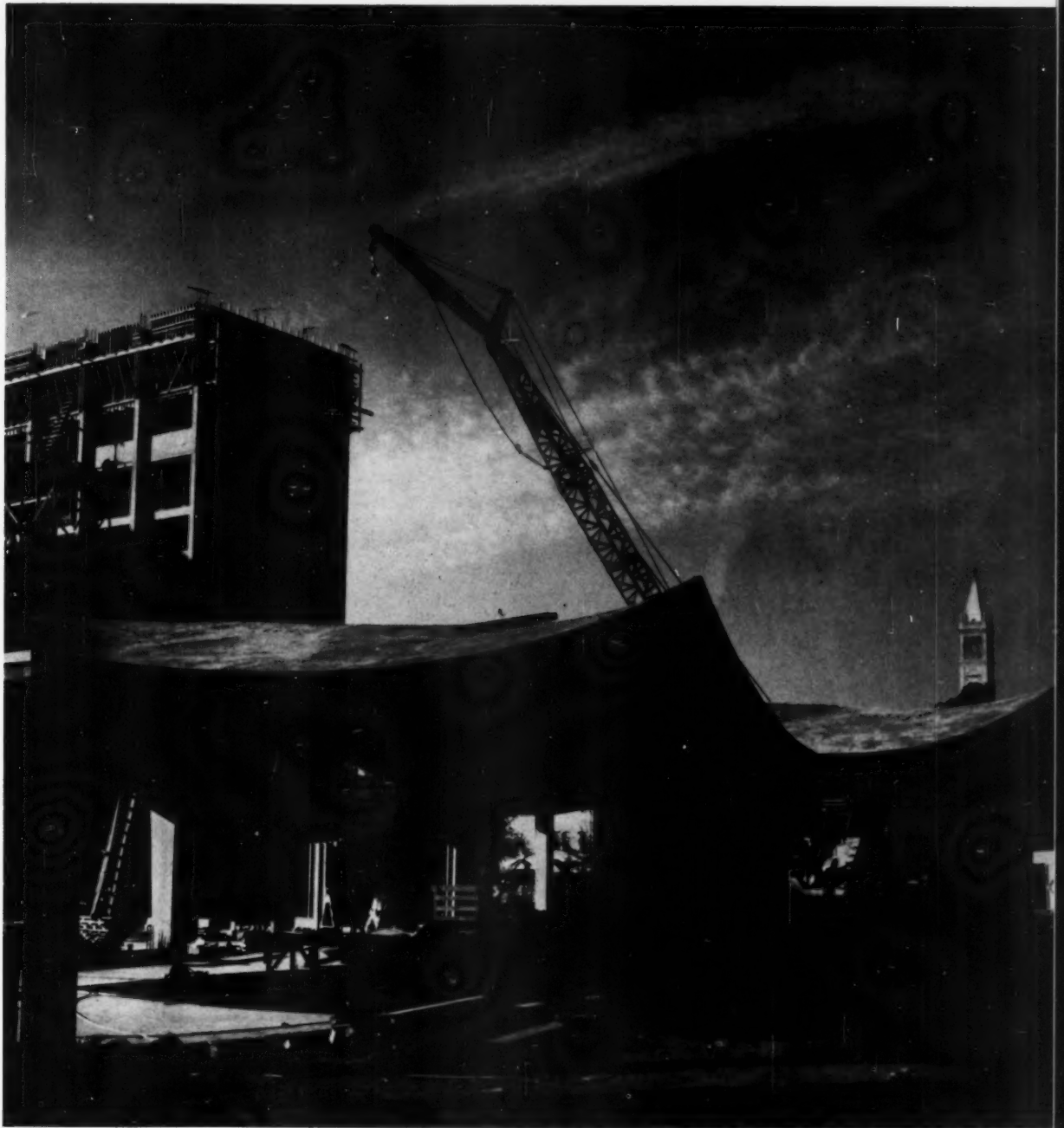
of elementary school design, with the hope that new breakthroughs may be made in this area.

One cannot help but appreciate the evolution of secondary school buildings. After lagging behind elementary school designs for years, they have at last come impressively into their own. The campus plan was well represented, along with nearly every other type of educational plant.

There was a disturbing lack of imaginative design on the college level, the prevailing trend being "the institutional approach." There was an absence of concern for the individual as a basis for planning college buildings. Design-wise, college buildings were tragically inferior to the other groups judged. We also regret that there were not more overall groups plans for colleges and universities.

In conclusion, we feel that the Competition is performing an important function by focusing attention on the significance of better design for better school buildings. Members of the jury who have followed the evolution of the Competition can see a vastly improved quality in the schools being built today as compared with earlier efforts. We also would like to emphasize to architects that there are *many* solutions to a particular problem. —The Jury

IN SCHOOL DESIGN



Dandeleit

*University of California Residence Hall, Berkeley, California.
Architect: Warnecke & Warnecke, San Francisco.*

Of course the jury is influenced by many things in judging a design, but paramount is the plan itself which is the very framework of design. Well arranged, simple and direct plans always count. Beyond these, the heart of the design consists of the nicety of relationships and the beauty of the environment created.

Although I am sure that good school design is moving simultaneously in many directions and at difficult speeds, I was impressed by a marked tendency toward a simplified rectilinear compact plan, as witnessed in several of the top award winners. These were often influenced to a great degree by the wider use of artificial illumination and year-round air conditioning. Most of these projects contain units roofed by imaginative forms made possible by new concepts of reinforced concrete and steel;

these roofs provide imaginative relief against a rigid rectilinear background.

There seems to be wider adaptation of common-use areas surrounded by groups of teaching units. A fine example of this is special-feature Boonsboro High school, which employs the common-use area as an educational laboratory.

Interesting contrasts in overall planning are the two award-winning circular plans. One is the brilliantly executed hollowed-out ring shown in the Vista Mar Elementary School, in which the classrooms form the ring. The second, a special feature winner, is the Narbonne High School, in which the major buildings take the filled-in space of the spokes of a huge wagon wheel. Both of these focus attention to the center of a circle; great emphasis is placed on these space relationships.

—Eberle Smith



"The plan itself is the very framework of design . . ."

Conard High School, West Hartford, Connecticut. Architect: Nichols & Butterfield, West Hartford.



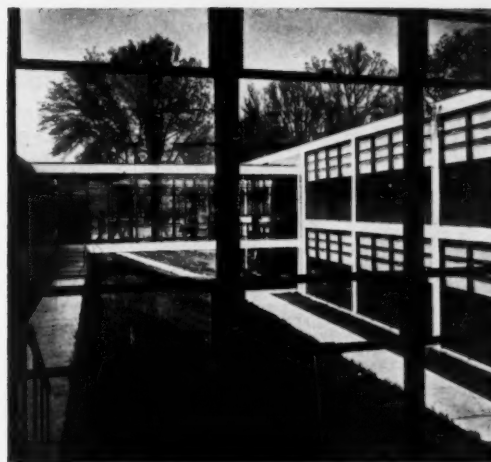


Sirlin Studios

1.

1. *Creative Arts Building, American River Junior College, Sacramento, California. Architect: Barovetto & Thomas, Inc., Sacramento.*
2. *Richland Elementary School, Memphis, Tennessee. Architect: Mann & Harrover, Memphis.*
3. *Grand Ledge High School, Grand Ledge, Michigan. Architect: Louis C. Kingscott & Asso., Kalamazoo, Mich.*

2.



3.



The emphasis over the past several years on the development of the elementary school plant has given way to new approaches to solving the design problems of secondary school plants. While the advances demonstrated are commendable, it is hoped that constant study will continue to be given to better ways of designing buildings to accommodate the elementary school program.

It was apparent among the secondary school entries that considerable attention has been given to minimizing the "bigness" element of a school. This was accomplished through one or more of the following methods: planning compact units which included interior classrooms placed back-to-back; designing a modified campus plan around the periphery of a hub with circular walks connecting the various buildings; planning the plant to accommodate the "school within a school" concept.

—John Cameron

I was impressed by the great variety of solutions to similar problems. However, the quality of the architecture, while very much improved over that of ten years ago, still gives me great concern for the college field. The evolutionary process hasn't taken hold here as it has on elementary and secondary levels.

I might also say that inertia on the college level is greater and change comes with pain. It is very interesting to note that the buildings which won awards had in common a sensation of sheer pleasure, in the way buildings went together and the way their architects preserved natural amenities. There can be no doubt that these architects realized an important mission for their buildings—that of satisfying the demand for a lesson in the education of student and teacher in the aesthetics of good architecture.

—Vincent Kling

The jury's task was indeed difficult because of the many entries of excellent design. The awards ranged from an extremely compact building enclosed under one roof to a highly decentralized campus plan, so wide were the methods of design. Unfortunately, the paucity of quality in design at the college level was still in evidence, while secondary school buildings stood far above both elementary and college designs in quality and planning. The creative concepts seem to have gone out of elementary school design.

Also, there was no evidence of close cooperative planning relationships between school and community agencies.

However, it seemed to me that the two blended ingredients of competition and experimentation, as contrasted with standardization of design and materials, have resulted in rapid progress in school building design.

—Donald Leu

Robert H. Ford



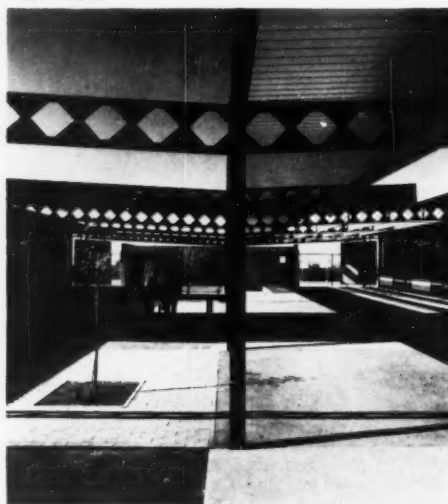
1.



2.

Lens-Art

Marvin Rand



3.

1. Addition to Fruitville Elementary School, Sarasota County, Florida. Architect: Bolton McBryde and West & Waters, Sarasota.
2. Ferndale High School, Ferndale, Michigan. Architect: Jabr-Anderson-Machida Asso., Dearborn, Mich.
3. Highland Elementary School, Riverside, California. Architect: Caughy & Ternstrom, Los Angeles.



Capitol View Junior High School, Ramsey County, Minnesota. Architect: Magney, Setter, Leach, Lindstrom & Erickson, Inc., Minneapolis.

"I looked for that spirit which bespeaks enjoyment . . ."



In general the quality of the entries indicates that the huge amount of serious attention devoted to school design in recent years continues to be fruitful. It seems to me that many of the entries not receiving awards this year might have won not too many years ago.

I was particularly heartened by the excellence of the top award winners. What did I look for? I looked for functional, beautiful buildings; for strong, bold, uncompromising statements; for careful handling of forms and spaces; for skillful relationships of outside spaces to buildings; for consistency of architectural treatment, and for that spirit which bespeaks enjoyment. These I found in the top award winners, in varying degrees.

The award-winning secondary schools represented different approaches to the problem of bigness. I sensed a desire for limited decentralization of components with many degrees of compactness in the one-story units.

The classroom component of Westmoor High School and the core-tech

unit of the Linton High School are highly compact. Deep interior spaces relieved by occasional interior courts are made possible in these award-winning schools by mechanical ventilation and new lighting systems. While this idea of compactness is not new, these examples still can be considered as pushing out frontiers in this direction. This deep space concept involves the solution of problems stemming from emotional reactions to these spaces. Both of these examples have benefitted by the skill and sensitivity of their architects.

The award-winning Birmingham Junior High School and Gompers Junior High School, on the other hand, have well "ventilated" plans with very close indoor and outdoor relationships.

The Competition received its share of entries with folded plate roofs. At their best, they were used to express the uniqueness of the function housed and to add gaiety to a group of simple buildings. At their worst, they were merely new "hats" on old buildings.

—William Pena

Are 12 Years of Education Enough for Today's Youth?

JUNIOR COLLEGES seem destined to play a more important role in our educational structure as life becomes more complicated and as the enrollment crisis in higher education deepens.

The questions now being considered are how junior colleges should be organized and how they should be supported. Should we bend our efforts towards strengthening the position of private junior colleges and encouraging their expansion, or should we extend the free public school system to include the 13th and 14th years as has been suggested?

If we follow the latter course, should every community be compelled to make provision for this extension? And, lastly, should this education be voluntary or compulsory for the students?

Lawrence L. Bethel, president of the Fashion Institute of Technology in New York City, believes we should concentrate on meeting the challenge of the present degree of diversification in the private junior colleges before we attempt to extend our offerings to an even greater diversity of interests and abilities.

Speaking at the recent convention of the American Association of School Administrators, Mr. Bethel emphasized that the junior colleges have their own distinct and necessary place in American education and should not be made an appendage of either the local school system or a university.

"To now extend our common school to include the 13th and 14th years to which anyone may gain admission is to again side-step our professional responsibility for the most effective use of the taxpayer's time and money," Mr. Bethel said.

James H. Corson, superintendent

of schools in Modesto, Calif., disagrees with him. "As free public schools," says Mr. Corson, the junior colleges "should be tuition free and public supported." To support his point, he points to the success of the 13th and 14th years on a local junior basis in the state of California.

Since the establishment of the first public junior college in California in 1910, 36 institutions enrolling 8,178 students have been established, says Mr. Corson. Today, in California, 67 percent of the high school average daily attendance is in school districts which provide 13th and 14th-grade work.

Mr. Corson believes, however, that the extension of the free public school system to include the 13th and 14th years should be left to the discretion of the individual states and local districts. He also believes that the 13th and 14th-year institution or extension should be a separate and distinct plan, designed to serve specific functions.

Robert Kristeller, supervising principal of Central School District No. 2 in Carmel, N. Y., on the other hand, has submitted a plan to the State Education Department for the establishment of a 13th step as an actual appendage to the 12-year high school.

The regular high school building could be used after regular school, he suggests, and superior high school teachers could become the faculty.

This step would meet the needs of students who have not yet decided upon their life work or those who have not shown their real ability in high school, says Mr. Kristeller. It would also help those who need to work part-time to gain financial assistance for college, and those who need to improve their scholastic standings.

The equivalent of college courses for college credit could be offered, he says, and classes could run two or three times a week as they do in college. Students could be responsible for their own transportation, textbooks and supplies.

President Eisenhower, though not in such detail, went one step further in a recent informal conference. He suggested that American youth should be *required* to attend their "local free system" of schools for at least one or two years beyond high school. He avoided, however, anything specific on the subject of federal aid to education.

How-To-Do-It Color Film Released by U. S. Steel

NEW YORK—A new how-to-do-it motion picture planned as an aid to school administrators, civic groups and architects in getting new schools approved, designed and built has been released by United States Steel.

The half-hour long color film, titled "Plan for Learning," was given its official premiere before the national State Presidents Meeting of the American Association of School Administrators in St. Louis.

Basic purpose of the film is to suggest a broad system of procedure for communities faced with the need for additional classrooms. Through typical situations, it answers the typical questions which arise.

"Plan for Learning" was produced with the cooperation of both the AASA and the American Institute of Architects. Shirley Cooper, associate executive secretary of AASA, was personally active in reviewing the script and the filming sequence. According to Dr. Cooper, the film "should be very helpful to school administrators everywhere in their continuing struggle to get the classrooms the country so desperately needs."

The film, to be ready for distribution soon, will be available from the Film Distribution Center, 525 William Penn Place, Pittsburgh, Pa.

SPOTLIGHT ON . . .

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Conant Opposes National Curriculum Commission

STANFORD, Calif.—James B. Conant, president emeritus of Harvard University, voiced the only objection to a recommendation, made at a curriculum conference held here recently, that a national commission be appointed to study the history of curriculum with a view towards making priority recommendations.

Dr. Conant's objections, which he presented to this Conference on Policies and Strategy for Strengthening the Curriculum of the American Public Schools, were based on his conviction that there is no "clear and present danger which requires any single body to issue pronouncements."

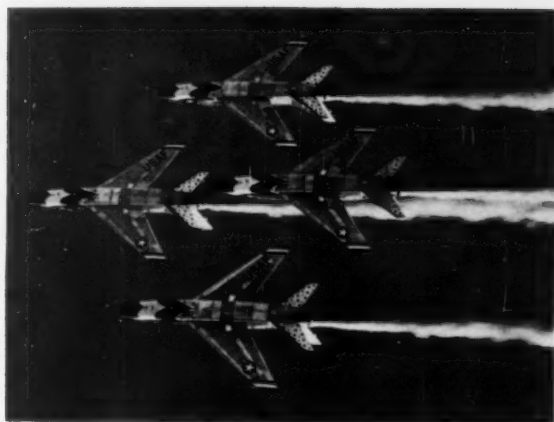
"I strongly dissent from the idea of any national commission," said Dr. Conant, "because there is so much in the air today about a national curriculum which might lead to a single pattern of education rather than the many diverse patterns which we now have."

While admitting that Dr. Conant had pointed out the possible dangers of a commission, the majority of the 15 conferees agreed that there was a need for strong statements on the real priorities in education and submitted the recommendation, along with others, to the Fund for the Advancement of Education, sponsors of the conference.

Convened by Paul R. Hanna, professor at Stanford University, and Ralph W. Tyler, director of the Center for Advanced Study in the Behavioral Sciences, the conference included five laymen, five scientists and scholars, and five educators.

Central to the questions explored at the conference was the problem of balancing national and local objectives in the formation of policies.

In close diamond formation, the Thunderbirds execute one of the precision maneuvers in the flight demonstration.



United States Thunderbirds Inaugurate World Flight Congress Demonstration

By Belmont Farley

LAS VEGAS, Nev.—U. S. Air Force Thunderbirds inaugurated air demonstrations at the first World Congress of Flight, international aerospace exposition held here recently.

Thunderbirds are the world's first supersonic precision demonstration team. Having a speed in excess of 1,000 miles an hour, the jets are the primary weapon in the Tactical Air Command's composite air strike force.

Among the 7,000 spectators at this exhibition were 150 American educators, joined in large numbers by teachers from other nations. The American delegates included 30 chief state school officers or their designated representatives, 15 executive secretaries of state education associations, 30 college deans and 30 superintendents of large city schools.

The schools of this city and Clark County were host to the entire Congress. Superintendent R. Guild Gray dismissed school for the flight demonstration day. School buses and teacher-driven passenger cars transported delegates from hotels on the Strip to Nellis Air Force Gunnery Range, where the demonstrations were held.

Discussion sessions devoted to education were arranged by Frank E. Sorenson, professor of education at the University of Nebraska and chairman of the Aerospace Educa-

tion Council; and Donald Kline, executive secretary of the Nebraska State Education Association and the Council's consultant of Information Services.

Speakers included: Col. Carlo Tosti, special assistant to the Commander of the Air Research and Development Command; Everett T. Welmers, director of long range planning of the Lawrence D. Bell Research Center; and Lee Dubridge, president of the California Institute of Technology.

Col. Tosti paid tribute to the schools for the increasing capacity of their graduates in the aerospace fields. He called, however, for a balanced curriculum with the humanities taking their place alongside science. His presentation included a film showing the missile launching at Cape Canaveral and Vandenberg Base.

Dr. Welmers described the scientific knowledge acquired in the new space dimension by the probes that pass through the earth's atmosphere, and urged schools to teach pupils to identify themselves with the concept of the new dimension.

A high spot of the program was the NATO banquet, where Bernard, prince of the Netherlands, lauded the NATO concept as the savior of Europe, and voiced high praise for the Strategic Air Command.

Filmed Chemistry Course Includes 160 Lectures

NEW YORK—A complete high school chemistry course on sound film has been produced by the American Chemical Society and Encyclopaedia Britannica Films, Inc., with funds made available by the Fund for the Advancement of Education.

Based on data compiled over a year in chemical laboratories and studios, the film consists of 160 demonstration lectures of a half hour each. It was filmed at the University of Florida, in Gainesville.

The narrator-lecturer is John F. Baxter, chairman of the department of chemical education at the University of Florida. Dr. Baxter developed the course with the assistance of an American Chemical Society committee of teachers and researchers, headed by Alfred B. Garrett of Ohio State University.

The presentation, which includes industrial plant sequences and an array of instruments and models few high schools could afford, enables Dr. Baxter to cover areas of chemistry heretofore considered too complex.

State Teacher Groups Hike Preparation Requirements

A BACHELOR'S DEGREE is fast becoming a minimum requirement for even elementary school teachers.

On April 7, the Michigan Education Association became the fourth state organization to adopt the four-year degree requirement for membership, joining Kansas, Maine and Maryland.

Maryland was the third state to stiffen its requirements. A constitutional amendment passed at the association's meeting this year limited future membership to holders of bachelor's degrees.

The Kansas State Teachers Association also requires new members to have at least bachelor's degrees, and Maine Teachers Association members must hold a degree granted for a course of study in which at least 18 credits have been earned in professional-education courses.

The National Congress of Parents

and Teachers has urged that state congresses make similar designations, and that the National Education Association extend its platform goal of four years to include a fifth year for professionally certified teachers.

At its annual meeting in September, 1958, the Congress approved a resolution favoring the establishment of four years of college or university study as the minimum level of professional preparation for all beginning teachers, kindergarten through grade 12.

According to an NEA study made in 1958-59, 75.3 percent of elementary school teachers in 43 states now have four or more years of college preparation. Oklahoma ranks first with 99.6 percent and South Dakota last with 11.8 percent.

Maine ranks 37th with 38.9 percent, Kansas 29th with 66.2 percent, and Maryland 22nd with 73.6 percent. No data is available from Michigan, Idaho, Massachusetts, Minnesota, New Jersey, New York, Pennsylvania or Rhode Island.

Commenting on the Maryland amendment, T. M. Stinnett, executive secretary of the National Council on Teacher Education and Professional Standards, said, "Membership itself in a teachers' association should say to the public that this person meets at least the minimum requirements of competence."

Gifted High School Youths Take University Courses

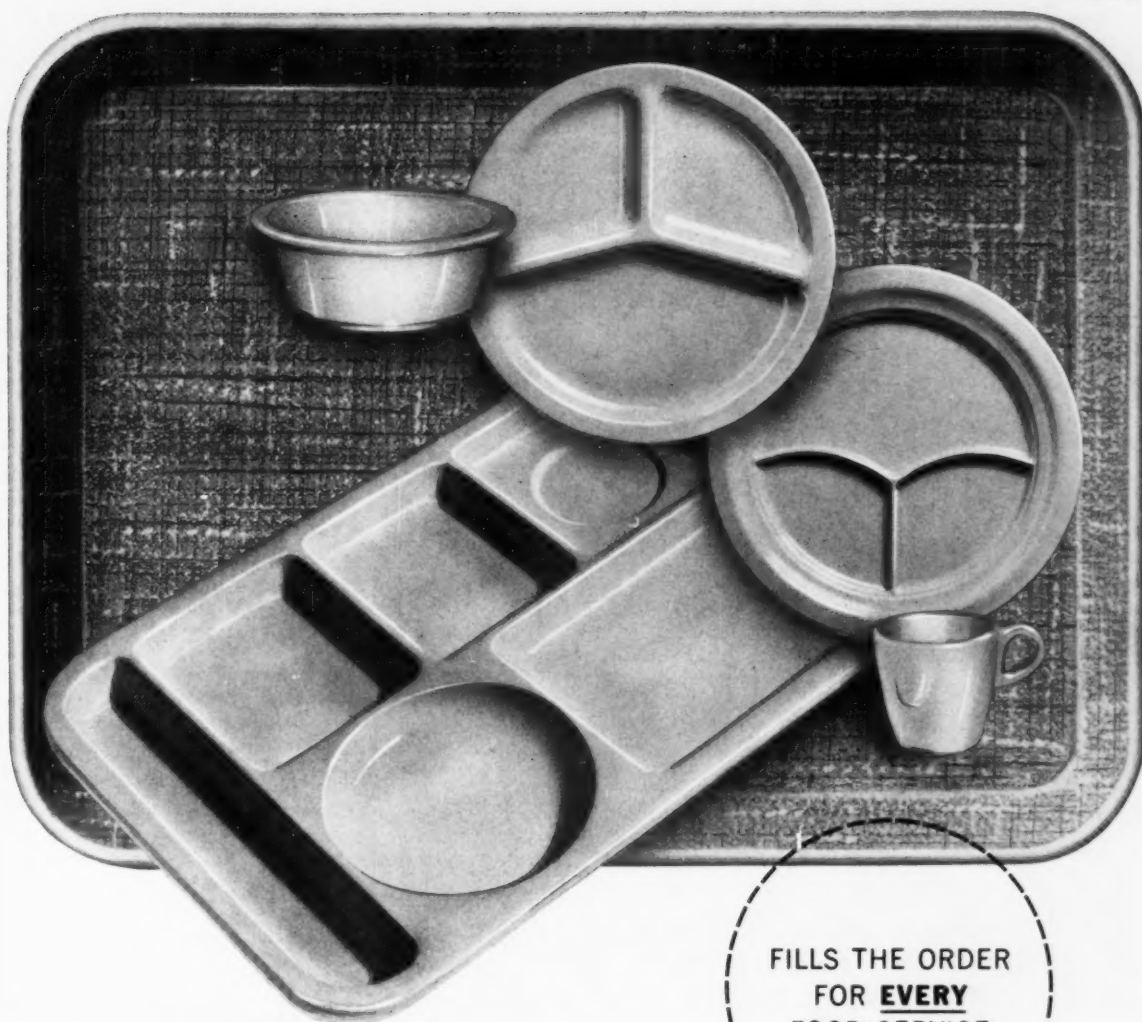
WASHINGTON—Several thousand talented high school youths are studying college-level mathematics, science and engineering at 105 institutions this summer under a grant from the National Science Foundation.

The pre-college summer centers are operated under a \$1.6 million grant from the Foundation. A majority of the programs are entirely free to the students. Some of the participating institutions, however, ask the student to pay part of his own costs.

Multi-Purpose School



A multi-purpose room with a plywood roof is the central feature of the Warson Woods Elementary School in Warson Woods, Mo. The room is a combination theatre, indoor play area, gymnasium, group project area, dining space and auditorium. The center area of the room is three steps below the surrounding floor area, which connects the six classrooms with the school's service and office areas. The room provides the only corridor or circulation space in the building.



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SPOTLIGHT

College Switches Emphasis From Teaching to Learning

HANOVER, N. H.—Dartmouth College has embarked upon an academic adventure designed to make its students more intellectually self-reliant.

The "three-three plan"—as it is known on the Dartmouth campus—is designed primarily to get the student to do more independent reading and working with primary sources.

The heart of the program is a compulsory independent reading schedule, but it also involves a substitution of three semesters of 11 weeks each for the traditional 2-semester school year.

The plan is the product of three years of study by faculty committees, which noted that it was easily adaptable to full use of the college plant during the summer.

School called "rest cure"

NICE, France—The State Department's foreign language school here has been closed because some Congressmen thought the taxpayers were financing a "rest cure" for State Department employees.

The school, a mansion set amidst palm trees and lawns, and overlooking the Mediterranean, was used to teach French to 175 U. S. Foreign Service Officers. In the isolated setting, students spoke, read and listened to French for an average of 62 hours a week.

The building was originally bought as a residence for the consul in Nice, but was found to be too large for his purposes. It was considered a convenient choice for a language school because it could house the students as well as provide classrooms and workrooms.

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Size of Shelves	21x35"	21x35"	21x35"	21x50"	21x50"	21x50"	18x31"	18x31"	18x31"
Overall Height	45 1/2"	50 1/4"	54 1/4"	45 1/2"	50 1/4"	54 1/4"	36 1/4"	36 1/4"	45 1/4"
Approx. Clearance between Shelves	11 1/4"	7 1/4"	5 1/4"	11 1/4"	7 1/4"	5 1/4"	13 1/4"	8 1/4"	8 1/4"
Stainless Steel in Shelves	20 gage	20 gage	20 gage	20 gage	20 gage	20 gage	20 gage	20 gage	20 gage
Stainless Steel in Uprights	16 gage	16 gage	16 gage	16 gage	16 gage	16 gage	16 gage	16 gage	16 gage
Carrying Capacity	500 lbs.	500 lbs.	500 lbs.	500 lbs.	500 lbs.	500 lbs.	400 lbs.	400 lbs.	400 lbs.
Wheels: 2 swivel, 2 fixed (STD. Equip.)	5" Dia.	5" Dia.	5" Dia.	5" Dia.	5" Dia.	5" Dia.	5" Dia.	5" Dia.	5" Dia.
Standard Bumper Equipment	Strip and Handle	Strip and Handle	Strip and Handle	Strip and Handle	Strip and Handle	Strip and Handle	Handle	Handle	Handle
Shipping Weight	81 lbs.	102 lbs.	135 lbs.	122 lbs.	153 lbs.	190 lbs.	59 lbs.	69 lbs.	76 lbs.
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Caster Equipment (STD.)	4"	5", two swivel, two fixed	5", two swivel, two fixed
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SPOTLIGHT

Colleges Need 425,000 New Teachers by 1970

NEW YORK—This country will need at least 425,000 new college teachers between now and 1970, according to Ray C. Maul, assistant director of the research division of the National Education Association.

Dr. Maul made this prediction at the 13th annual Higher Education Conference at New York University. He observed that, while undergraduate colleges produce the new supply of elementary and secondary school teachers, "only the graduate schools can produce college teachers equal to the service we expect of them."

Most colleges prefer persons with Ph.D. degrees, but the production rate of Ph.D.'s is only about 9,000 a year in the nation's 160-odd graduate schools, and only one out of five persons earning doctorate degrees eventually enters teaching.

Statistically Speaking

- The current graduating class of college seniors will produce 47,490 prospective new elementary-school teachers. This is an overall jump of 4.8 percent over the 1958 class of 45,318.

- Since the turn of the century, the number of households has more than tripled from 16 million in 1900 to over 50 million in 1958. Household size, on the other hand, has declined steadily throughout the period from 463 persons per 100 households in 1900 to 335 persons per 100 households in 1958.

- Approximately 140,000 young women are graduated each year from our colleges and universities—fewer than a hundred of them as engineers. Virtually none receives a doctor of engineering degree or a Ph.D. in engineering. The Russians graduate more female engineers in a year than we have done in our history.

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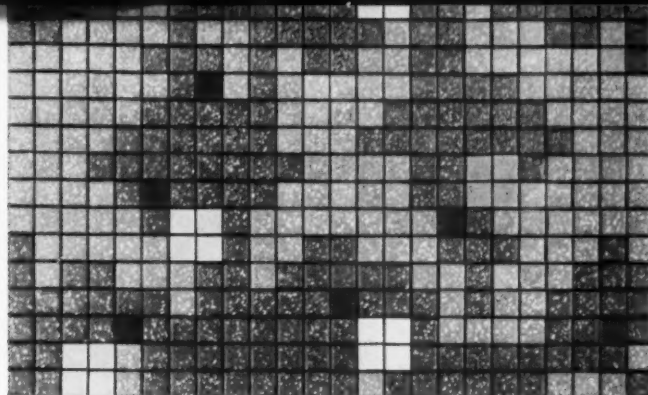
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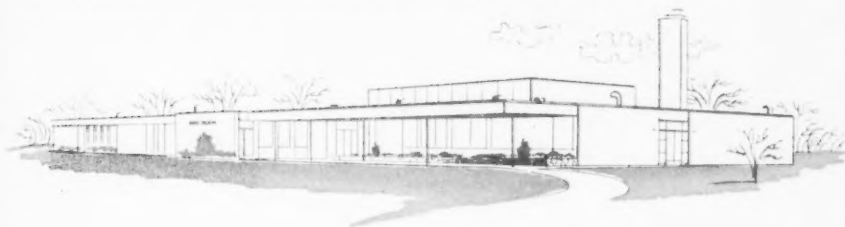
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Whether you're remodeling, planning new buildings or additions, consult your architect about low-cost, maintenance-free Romany•Spartan tile. "The Talents of Tile", a new full-color brochure, showing many Romany•Spartan school and college installations, is yours for the asking. Write United States Ceramic Tile Company, Dept. SE13, Canton 2, Ohio.

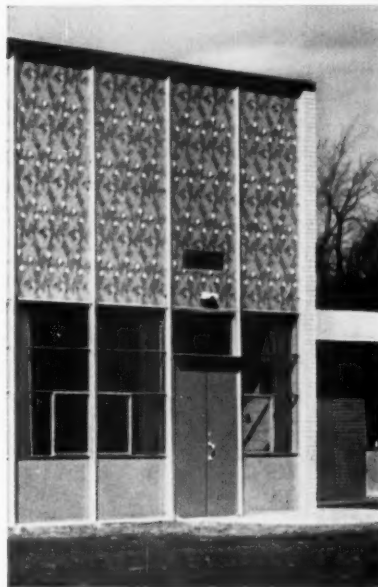


Plate No. 1057

BATES ELEMENTARY SCHOOL
Brownstown Township, Michigan

Architect:
WALTER J. ROZYCKI
Detroit, Michigan

Tile Contractor:
MICHIGAN TILE & MARBLE CO.
Detroit, Michigan

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THAT WILL SOON READ AN ENCYCLOPEDIA



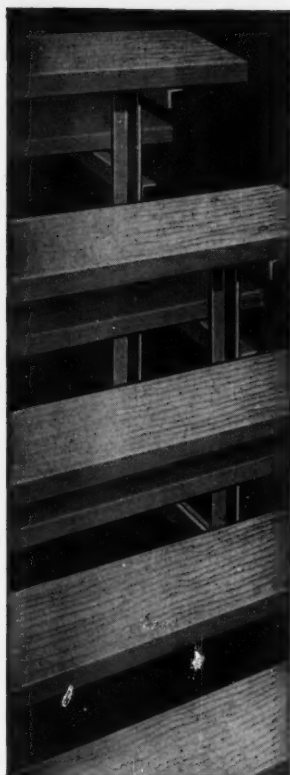
Photo courtesy of Addressograph Multigraph Corp., Cleveland, Ohio

THE PUBLISHERS OF THE WORLD BOOK ENCYCLOPEDIA,
THE FIELD FOUNDATION, INC.,
AND THE
AMERICAN PRINTING HOUSE FOR THE BLIND
ARE PLEASED TO ANNOUNCE
THAT THEY WILL COOPERATE ON A
**NON-PROFIT VENTURE TO PUBLISH
THE WORLD BOOK ENCYCLOPEDIA IN BRAILLE.**

This will be the first general reference work made available to the blind.

The translating and printing of the Braille World Book Encyclopedia
will be the largest Braille project in history.

PLAYTIME BLEACHERS



Cost Less because they Last Longer

There's only one practical way to measure the cost of most bleacher seating. Determine the Fixed Cost of Installation—then add to it the estimated cost of Maintenance and Repairs during the life of the seating.

With all figures compiled, PLAYTIME seating can be your only logical choice because with PLAYTIME costly maintenance is a thing of the past. By means of a HOT-DIP GALVANIZING process, after fabrication, all steel members receive a thick coating of rust resistive zinc. This eliminates the expense of scraping and painting that makes ownership of other seating a costly liability.

So, if you are seeking bids on either permanent or portable stands, be sure to investigate PLAYTIME . . . "It Costs Less Because It Lasts Longer!"



June, 1959

SPOTLIGHT

Language Major Problem For Puerto Rican Pupils

NEW YORK—Difficulty with the language has been identified as the major problem confronting Puerto Rican school children here.

A report made public recently by the Board of Education states that about half of the Puerto Rican children in city schools need special help in overcoming language difficulties, and that 17 percent of them do not speak English at all.

John J. Theobald, superintendent of schools, says the city school system must first concentrate on teaching English to Puerto Rican arrivals. The inability of many of them to speak English has created "much hurt, resentment, frustration" and some behavioral problems, he said in an interview.

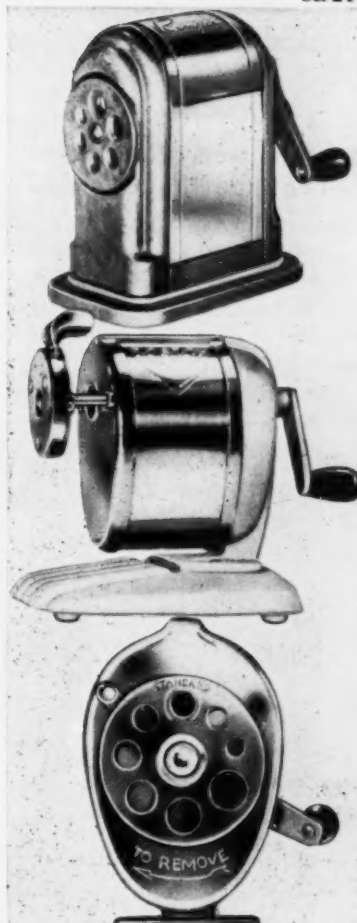
The report, based on a 4-year study that cost \$1 million, called for the development of a procedure for classifying children according to their knowledge of English.

A uniform policy must be formulated for the reception, screening, placement and periodic assessment of non-English-speaking pupils, it said. It also recommended that vocabulary, structure and quality of speech sound be interrelated in teaching English.

The report also recommends changes in the formula for awarding state aid to classes for non-English-speaking pupils. At present, small classes in which half the pupils cannot speak English qualify for special funds.

This has prompted school officials to distribute non-English-speaking pupils in as many classes as possible while meeting the 50 percent requirement, while the best concentration is 30 to 35 percent non-English-speaking pupils.

The 265-page report, called "The Puerto Rican Study," deals with the period from 1953 to 1957. The project was backed by a \$500,000 grant from the Fund for the Advancement of Education.



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gears of hardened steel for longer-lasting service life.

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rugged, heavy-duty frame for balance and long life.

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SPOTLIGHT

Harvard Gets \$285,000 To Continue Science Study

CAMBRIDGE, Mass.—Harvard University has received a grant of \$285,000 from the Rockefeller Foundation to continue its research and training program in science and public policy.

The program, carried out by the

Graduate School of Public Administration, seeks answers to the problems involved in financing and administering scientific research, and in applying science to the formulation of public policy.

Beginning in the autumn of 1960, a training phase will be added to the program. At that time, 15 fellows, selected from among candidates who have had a number of years experience in government or in research positions, will be admitted for graduate study in the field.

SE-245



Room for two more!

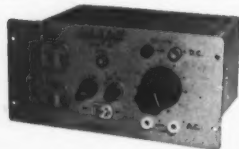
With science education on the upswing, and enrollments increasing by more than a million a year, science lab and shop facilities now considered adequate will soon require modification to accommodate our swelling population.

Educators alert to future needs are more and more demanding science facilities that provide for rearrangement and expansion.

Movable furniture . . . Dual purpose classrooms . . . Utilities that can grow with enrollments . . . All provide for high-school-age population of almost 13 million by 1962.

Lab-Volt power stations are designed to keep pace with the times. Anywhere standard 110 Volt A.C. current is available they will fill all A.C. and D.C. electrical requirements for science experiments, safely and permanently. In new facilities, they replace standard 110 volt outlets, saving at least \$1,000.00 over outmoded central panel systems. Each Lab-Volt station provides complete independent electrical service for two students and units may be added as needed to keep pace with enrollments.

SEND NOW FOR COMPLETE INFORMATION ON LAB-VOLT POWER STATIONS . . . The independent power supply units designed to science teachers' specifications.



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Chemistry Awards Given To 6 College Teachers

WASHINGTON, D. C.—Six college teachers of undergraduate chemistry, three of them over 60 years old, have been named to receive awards of \$1,000 each from the Manufacturing Chemists' Association.

Those named for the awards were: James B. Culbertson, Cornell College, Mount Vernon, Iowa; Louis F. Fieser, Harvard University, Cambridge, Mass.; Roy I. Grady, Wooster College, Wooster, Ohio; Hans B. Jonassen, Tulane University, New Orleans, La.; Louise Kelley, Goucher College, Baltimore, Md.; and Richard E. Powell, University of California, Berkeley, Calif.

NAVA Publishes Directory Of Audio-Visual Dealers

FAIRFAX, Va.—Arrangements for the rental or purchase of audio-visual equipment can now be made through the use of a Membership List and Trade Directory.

The directory lists 452 dealers by geographical location. Each dealer listing is coded to show where the user can find each of 15 types of audio-visual equipment and which ones offer films of various types.

Single copies of the directory are available free of charge to audio-visual users from the National Audio-Visual Association, Box 337, Fairfax, Va.

META Suspends Activities Because of Fund Shortage

NEW YORK—The Metropolitan Educational Television Association will suspend its activities on June 30 due to a shortage of funds.

The organization will focus its future energies on the acquisition of a full-time VHF (Very High Frequency) educational tv station for this area. A fund-raising campaign toward this goal will start on Oct. 1.

META was originally chartered by the State Board of Regents to prepare and present educational programs in this area. During the present school year, it has handled the Regents daytime schedule.

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Now, when you're ready to schedule your summer floor clean-up program, is the time to call for expert advice and help from the Hillyard "Maintaineer®". He's a trained floor care specialist, with years of experience solving problems such as you may now be facing.



For example, there's a hard way and an easy way to strip old wax. The amazing action of the new Hillyard Kleen Scrub Pads cuts cleaning time to a minimum.



Every time you sand your gym floor, you take off the equivalent of 10 years of wear. The Maintaineer may be able to show you how to avoid this—and recommend a better gym finish!

► let him:

The Maintaineer's service is freely available to you, without charge or obligation. Consider him

"On Your Staff,
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ST. JOSEPH, MO. San Jose, Calif. Passaic, N. J.

Branches and Warehouses in Principal Cities.

- Suggest what measures are needed, floor by floor—simple cleaning, refinishing, or restoration.
- Recommend treatments that will do the best job.
- Figure coverages, so you will have enough materials without over-ordering.
- Help train your staff in the most efficient ways to apply the treatments
- Demonstrate time-saving maintenance of your reconditioned floors, that will mean many dollars saved next fall and winter.

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Please have the Hillyard Maintaineer in my area contact me at once.

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School.....

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Save your children the pain and discomfort of bruises and contusions suffered in falls on hard playground surfaces. Saf-Pla is designed to give children "a bounce instead of a bump". It is the internationally accepted Rubberized Playground for a variety of surfacing applications. Let us give you all the facts and figures on this safe, resilient and economical playground surfacing. Saf-Pla can be applied to black top, concrete or a good penetration base.

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Locust Grove Elementary School
Playground, Syosset, L. I. N. Y.

SPOTLIGHT

Quality, Quantity Education Theme of DAVI Convention

By F. T. Mathewson

SEATTLE — Over 1,100 educators from most of the states, Hawaii and Canada registered for the annual convention of the Department of Audio-Visual Instruction of the NEA held here recently.

Following the theme "Quality, Quantity Education," the speakers held that we have a challenging frontier in new teaching tools and that teachers, like industrial leaders, must make use of these tools. It was pointed out that classes do not have to be the same size and that research proves efficient lecture and demonstration instruction can be given large classes by television, motion pictures and recordings.

The National Defense Education Act was almost a theme in itself, being considered in one general and 11 section meetings. Speakers emphasized the opportunities and responsibilities of audio-visual personnel under the Act, as audio-visual devices provide modern instructional tools for the science, mathematics, foreign language, guidance and research categories specified in the Act. The NDEA was called a breakthrough in federal aid to education and A-V directors were urged to work diligently for its success. The convention voted to support the Murray-Metcalf bill and federal aid to all areas of the curriculum. Practically every session used one or more audio-visual presentations with the new NEA film "It's Up to Congress" shown at a general meeting.

President Charles F. Schuller, director of the Audio-Visual Center at Michigan State University, presided at the business meeting in which the new president, Walter S. Bell, director of Audio-Visual Education of the Atlanta, Ga. Public Schools was installed. James D. Finn, professor of education at the University of Southern California, is president-elect.

THE SCHOOL EXECUTIVE

SE-248

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Please rush me FREE details on Premier Industrial Vacuums. Thank you.

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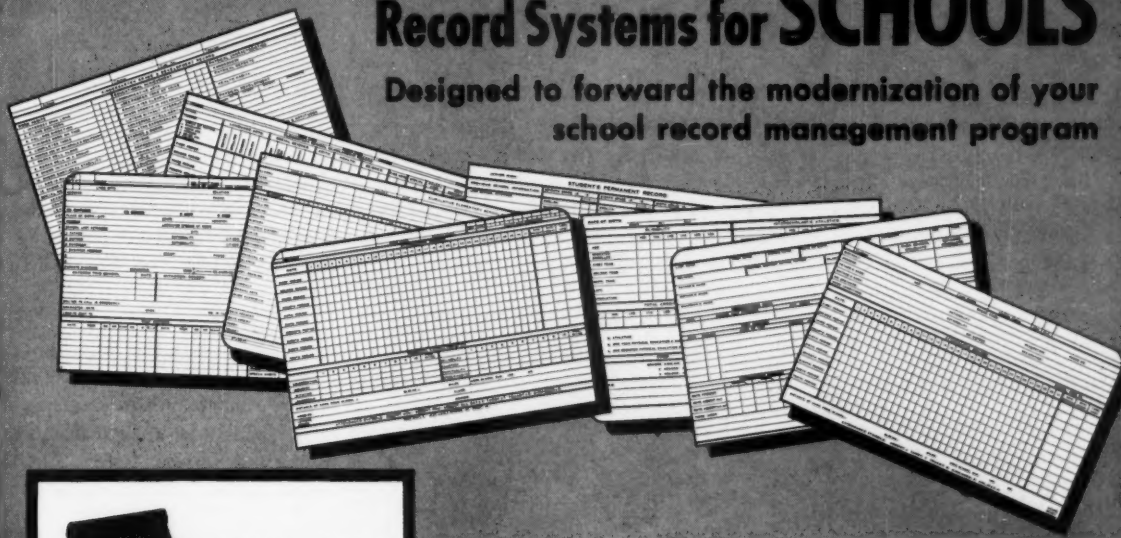
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Record Systems for **SCHOOLS**

Designed to forward the modernization of your
school record management program



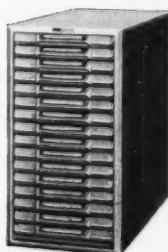
Light compact units
to hold 38 or 51
cards. For handling
of student records in
the classroom.

Ideal for
cumulative grades
taken from
classroom records,
combined with
enrollment and
vital statistic
records.



Flexoline Insite
Indexes are
recommended for
alphabetical lists of
students and cross
index to home room
or class.

Acme Cabinets
with varying
number of trays;
capacities from
469 to 2528
records. Designed
to suit your
requirements for
management
control.



Forms available for these records:

ELEMENTARY SCHOOLS

- Kindergarten Development
- Teacher's Classroom Scholarship and Attendance
- Monthly and Cumulative Attendance Summary and Report
- Cumulative Student Grade and Enrollment

JUNIOR HIGH SCHOOLS

- Student's Permanent History Record

SENIOR HIGH SCHOOLS

- Student's Permanent History Record
- Attendance
- Program Record
- Physical Education Department Record

TEACHERS

- Teacher's Accumulative Service Record
- Teacher's Accumulated Leave Record
- Teacher's Payroll

MISCELLANEOUS

- Family Census
- Supply and Cafeteria Inventory Control
- Purchase
- Property
- Visual Aids Film Booking Schedule
- Book Rental

FUNDS EXPENDITURE BUDGET CONTROL

- Executive Appropriation and Allotment Ledger

Acme Visible record systems provide the utmost in simplicity, time-saving and control. Your experienced Acme representative will gladly recommend the type of equipment best suited to your needs. Call him today, or mail coupon for illustrated literature.

ACME VISIBLE RECORDS, INC.**CROZET, VIRGINIA**

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MAIL COUPON TODAY!

Send us literature showing school record forms.

M-659

We are interested in Acme Visible equipment for _____ records.
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SPOTLIGHT

Michigan's Financial Mixup Lowering School Morale

LANSING, Mich.—This state's financial mixup is getting, if anything, more mixed up.

The Administrative Board has stopped general fund payments and instituted payless paydays here for

members of the legislature, the state Supreme Court and the Circuit Court.

Meanwhile, the state universities and colleges report that the extended fiscal crisis has lowered staff morale.

W. K. Pierpont, vice president in charge of finance for the University of Michigan, says that his institution has borrowed \$4 million, owes creditors \$900,000, and needs \$3.65 million to meet payrolls.

Philip J. May, vice president and treasurer of Michigan State University, warns that his institution needs at least \$2.6 million to meet payrolls.

Even the schools are feeling the effects of the Michigan money situation.

Both students and placement directors in colleges in Ohio and Indiana report that the state's financial condition is frequently mentioned as a reason for students' hesitating to apply for teaching positions in Michigan.

Republicans and Democrats disagree on just how this financial crisis should be met. Republicans are pushing for a one percent increase in the three percent use tax. Democrats want a new income tax and liquidation of the \$50 million veterans trust fund.

Michigan is one of the country's wealthiest states, but its expenditures in the last three years have exceeded its revenue. This situation has come about partly because of an inadequate tax program, and partly as a result of the recession.

149 of 229 Bond Issues Approved by Ohio Voters

COLUMBUS, Ohio—Of the 229 school bond issues submitted to voters in this state in 1958, 149, or 65 percent, were approved. The percentage of approved issues in 1957 was the same, but this was a drop from the 87 percent approved in 1956.

Ninety-four percent of the capital-improvement and equipment-purchase special tax levies submitted to voters in 1958 were approved. The percentage in 1957 was also the same, but this was again a drop from the 96 percent approved in 1956.

These figures and others are given in "The Disposition of School Bond Issues and Special School Levies Submitted to the Voters in Ohio School Districts in 1958," a report compiled by W. R. Flesher and Max Evans for the Bureau of Educational Research and Service, College of Education, Ohio State University.

THE SCHOOL EXECUTIVE



SCHOOL TRAYS OF MOLDED FIBER GLASS

FOR CLASSROOM STORAGE

Toteline school trays can enhance any classroom... because of their design and modern, smooth-surfaced material. Available in colors to blend handsomely into any decor.

These are sturdy reinforced plastic trays, light weight yet rigid, and tough enough to stand up under all school usages. They last indefinitely and clean simply by dipping in hot water. Many sizes available in a wide variety of colors.

Please write for Catalog # 475

MOLDED FIBER GLASS TRAY CO., LINESVILLE, PA.
Offices in Principal Cities and Canada



WIRE REINFORCED EDGES
FOR EXTRA STRENGTH

WORLD'S LARGEST MANUFACTURER
OF REINFORCED PLASTIC
TRAYS AND BOXES

TOTELINE



Two men, working together, form efficient team for applying seal or finish. The Multi-Clean Method permits efficient, labor-saving techniques.



Floor is steel woolled and mopped after sealing; also between coats of Multi-Clean Gym Finish.



Game lines are painted in after floor is sealed, but before Multi-Clean Gym Finish is applied.

How to choose the best finish for your gymnasium floor

Here are important qualities you should insist on when you select a finish for your gymnasium floor . . .

It must be smooth, tough, elastic, light-colored, non-slippery, and resistant to scuffing and rubber marks.

It must possess high gloss, yet permit a minimum glare. It must be fast playing and should be approved by the Maple Flooring Manufacturers' Association.

Multi-Clean GYM FINISH excels in all these respects and also offers unusual economy.

Why it saves you money

Because it contains 40% non-volatile materials, Multi-Clean GYM FINISH used with Multi-Clean PENETRATING SEALER accomplishes as much with 3 coats as ordinary gym

finishes do in 4!

The MULTI-CLEAN METHOD is a complete, scientific floor care program which calls for the *right materials*, the *right equipment*, and the *right technique*.

New film explains Method

It is described in detail in a color film strip with sound, "Installation, Finishing, and Maintenance of Gymnasium Floors".

For informational literature telling how you can rejuvenate your gym floor or for free film showing, see your local Multi-Clean Distributor . . . or write Multi-Clean Products, Inc., St. Paul 16, Minnesota. You'll be under no obligation.



MULTI-CLEAN PRODUCTS, INC., Dept. SE-59-69
St. Paul 16, Minnesota

- ☐ Please send information on the MULTI-CLEAN METHOD for finishing Gymnasium Floors.
- ☐ I would like to see the film on "Installation, Finishing, and Maintenance of Gymnasium Floors".
- ☐ Please send detailed information on the scientific MULTI-CLEAN METHOD for maintaining other type floors. (specify type) _____

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SPOTLIGHT

Educators in the Headlines

• **Donald F. Kline**, executive secretary of the Nebraska State Education Association, and editor of the *Nebraska Education News*, has been named special assistant to Commissioner of Education Lawrence G. Derthick.

• **Clyde Parker**, assistant superintendent of the Oak Park Elementary Schools, has been appointed superintendent of the Niles Township Community High School, Skokie, Illinois, effective July 1.

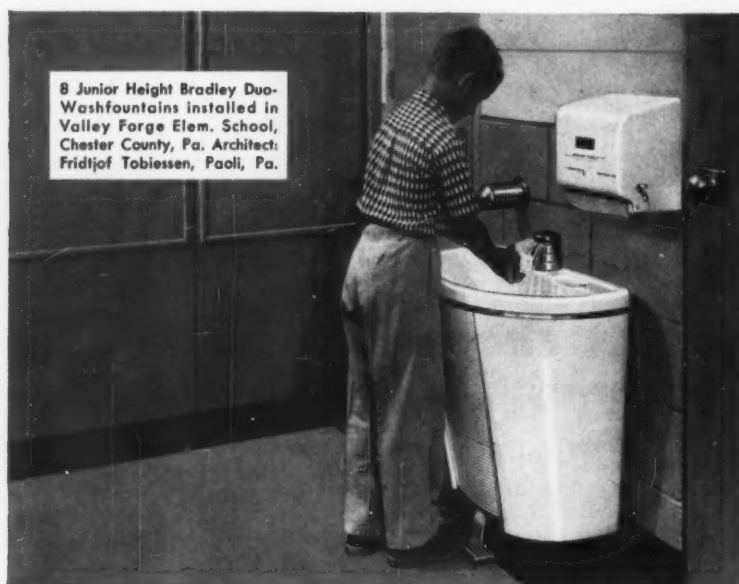
• **Cyril G. Sargent** will be on leave from the Graduate School of Education of Harvard University through August, 1959 to serve as a consultant to Educational Facilities Laboratories, Inc., New York.

• Four school administrators have been appointed staff associates to the Midwest Administration Center. The new appointees are: **Virgil E. Blanke**, superintendent of schools in Napoleon, Ohio; **Charles F. Faber**, principal of the Sixth Street Elementary School, Geneva, Illinois; **W. E. Hartrick**, supervising principal of School District No. 11, Trail, British Columbia, Canada; and **Richard J. Hills**, assistant director of elementary schools in Cody, Wyoming.

• **Margaret Gill**, associate secretary of the Association for Supervision and Curriculum Development, becomes executive secretary of that organization on July 1. Dr. Gill succeeds **Rodney Tillman**, whose three-year term as executive secretary expires this summer.

• **Lynn M. Bartlett** has won reelection as Michigan Superintendent of Public Instruction. The 54-year-old educator is the first Democrat in the history of Michigan to be re-elected to the state's highest school office.

SE-254



Do you provide such convenient and ultra-sanitary washing facilities?

A touch of the foot treadle and a flow of tempered water is supplied from the central sprayhead. There are no faucets to manipulate, no chance of infectious contacts—the ultimate in sanitation.

No unsightly dirty water is left in the bowl for the next student, since the large bowl is self-flushing... And two can wash as easily as one.

Duos, like the larger Washfountains and Bradley Multi-Person Showers, are widely used in schools, colleges and institutions. Shipped completely assembled, they are quickly installed in new and existing buildings... Write for details today. **BRADLEY WASH-FOUNTAIN CO.**, 2233 W. Michigan Street, Milwaukee 1, Wisconsin.

Write for Bulletin K-1204



Two of 6 Duos in George Read Jr. H. S., Newcastle, Del. Made in three heights—31, 29 inches and Junior, 27 inches.

BRADLEY
Duo Washfountains

Distributed Through Plumbing Wholesalers

New Board Members Study Law, Finance, Philosophy

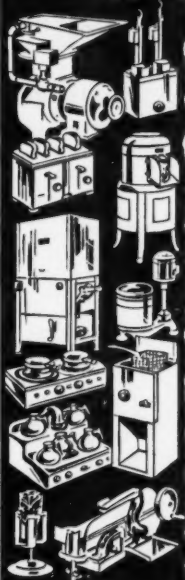
PARAMUS, N. J.—Recently elected members of the Board of Education here are studying law, finance, the philosophy of education and community action in an effort to speed the transition from candidate to working board member.

Charles E. Reid, president of the board, conceived the idea of the classes. His program is similar to one begun last year in Closter, where newly elected officials study facts of municipal government in classes at Northern Valley Regional High School.

In explaining his plan, Mr. Reid said, "Half of the problems in government are due to a lack of information and facts on the part of those in government. There are many persons in public life who don't know what they are doing. When you spend \$2.5 million a year there is no time for fooling around."

THE SCHOOL EXECUTIVE

AUTOMATION IN THE KITCHEN



THOUGH 'AUTOMATION' is a rather new term, it's been going on for a long time with DON equipment. For example, egg timers that stop cooking at the proper time; toasters that run continuously; meat slicers that control the thickness of the slice; potato peelers; dishwashing machines and garbage disposals that stop when their work is done, are examples of automatic operation. DON has mechanical equipment for various operations: mixers, glass washers, coffee makers, potato cutters, meat grinders, knife sharpeners, and others.

There are 50,000 items here at DON — furnishings and supplies as well as equipment — everything needed for the preparation and serving of food and drink. Discuss your problems and your needs with the friendly DON salesman.



The famous DON Guarantee of satisfaction or your money back applies to everything sold by DON.

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comfortable, colorful, durable
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The most wanted features in school furniture today are found in SCHOOLCO Posturized® units—together with functional innovations that are exclusively SCHOOLCO. Four series, correlated in design. Mix and match to suit your needs.

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FOR MODERN ADMINISTRATION

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MODEL S224

LOW-COST SCHOOL
INTERCOMMUNICATION SYSTEM



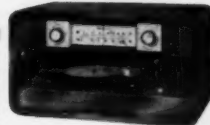
2-Way Communication and Program Facilities

- ★ For up to 48 rooms
- ★ "All-Call" feature
- ★ Volume level indicator
- ★ Remote mike operation
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This compact, precision-built system providing low-cost 2-way communication facilities is ideal for efficient supervision of all school activities. Announcements, speeches and voice messages can be made by microphone to any or all rooms (up to a total of 48); speech origination from any room to the central cabinet is available. Includes "All-Call" feature for simple instantaneous operation. Has input connections for remote microphone, radio, phonograph and tape recorder. Housed in compact, attractive all-steel blue-gray cabinet suitable for desk or table. When combined with the S404 matching radio-phonograph below, a complete centralized school sound system is achieved at a remarkably low cost, within the means of even the smallest school.

MATCHING MODEL S404 RADIO AND PHONOGRAPH

Combines perfectly with the S224 system. Provides complete facilities for the distribution and control of radio and phonograph programs. Includes precision-built FM-AM radio tuner and high quality 3-speed record player. The matching S404 and S224 units may be stacked compactly to conserve desk space. Together, they form a complete and versatile sound system offering either communication or program facilities at the lowest cost.



Other RAULAND School Sound Systems are available with capacity up to 160 classrooms. RAULAND Public Address equipment is also available for auditorium and athletic field sound coverage.

RAULAND-BORG CORPORATION

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☐ Send full details on all RAULAND School Sound Systems.

We have _____ classrooms.

Name _____ Title _____

School _____

Address _____

City _____ Zone _____ State _____

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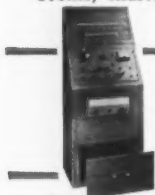
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the sound way
to better schools

HOW TO INCREASE LEARNING AND SAFETY IN YOUR SCHOOL ... economically

Leading educators and administrators agree that adequate sound facilities are of great importance to the modern school. A centralized sound system helps teachers stimulate student interest in music, civics and current events, while it provides administrators with an efficient way to communicate with classrooms.

But standard control consoles, which offer a wide range of optional features, may exceed your school's needs and budget. Now, with the new Bogen economy console, you can give your school a basic centralized sound control that can receive and broadcast radio programs, student-acted plays and recordings and also transmit a spoken message to 75 rooms, individually or at once.



New Bogen
Economy
Console

With its built-in sensitive radio, high-fidelity record player and individually controllable microphone inputs, the new Bogen economy console provides the versatility and control you'd expect to find only in consoles costing much more. Best of all, when you specify Bogen you're assured of quality and reliability that only sound specialists with over 25 years of experience can supply. Bogen also provides qualified engineering advice to help you plan and estimate the installation of your sound system.

Give your school an educational and safety advantage it can't afford to be without. Write today for free descriptive literature on the new economy console. Also ask for information on the new Vandal Alarm System—the sound way to protect your school.

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—EDGAR DALE, editor, in the March issue of The News Letter.

• "A sense of humor . . . is not so much the ability to appreciate humorous stories as it is . . . the capacity to recognize the absurdity of the positions one gets into from time to time together with skill in retreating from them with dignity."

—DANA L. FARNSWORTH, M.D., in an address to the national convention of the Association of Women Deans and Counselors.

• "Among all the achievements of the past century, including those discoveries and developments that have transformed the lives of men and altered the very meaning of time and space, it may be doubted whether any is so profoundly significant and in the long run so beneficial as the emancipation of women."

—DAG HAMMARSKJOLD, at the opening meeting of the 8th session of the U. N. Commission on the Status of Women.

• "The college president of the second half of this century . . . is called upon to administer an organization that directs, among other things, a real estate development, a public relations program, a fund-raising and financial apparatus, and a community ranging from 500 to 40,000 in size lodged in a chain of small hotels . . . Money is what he talks about, while bankers, politicians and industrialists have the privilege of talking about education."

—HAROLD TAYLOR, retired president of Sarah Lawrence College, in the magazine section of the N. Y. Times.

Schooline® WARDROBE SYSTEMS



Solve the pupil wraps problem efficiently with Wallmount Coat and Hat Racks. Mount on any available wall space. Hat shelves and hanger bar adjustable on permanently attached columns to height for any age group. Double hat shelves and double row of spaced coat hooks accommodate 6 pupils per running foot. Basic 3' 2" or 4' 2" units interlock to make continuous racks to fit any space or capacity requirements.



Same as above . . . mounted on floor stand with Chalk Board or Cork Board and off-the-floor rack for over-shoes. Each unit 4' 2" in length.

Chalkboards—combination wardrobe racks and chalkboard

Nos. B-3 & B-4 Wallmount Over-shoe racks . . . 3' 2" & 4' 2" lengths can interlock.

Corkboards—combination wardrobe rack and corkboard

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Aluminum Coat and Hat Racks

Tailored to fit any given open or closeted wall area. Smart in design and modern in "clear", "gold" deep etched anodized finishes and combinations. Quality built—closed-end aluminum tubing, rigidly held in cast aluminum brackets that are adjustable for height in dove-tailed mounting extrusions. Brackets also adjustable to any desired centers.

Detail shows how dove-tail extrusions (which mount on any centers) hold brackets at any desired height.

Veep®

Quick Folding PORTABLE Coat and Hat Racks

Holds 72 coats and hats

Wheels as readily as a small service cart. The Veep rack unfolds into a rigid 6' 6" long unit holding 72 coats and hats. Scientifically counter-balanced so that it can be set up literally in seconds and fold down for storage as easily as an umbrella.

Built of square tubular steel with double hat shelves of closed-end aluminum tubes supported by cast aluminum brackets. Plated to assure permanent beauty. Quality in engineering, construction and finish. The most efficient equipment yet developed for dining and meeting rooms, stand-by equipment, etc. . . . for wherever the "load" varies.

Write for Complete Catalog #51

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NOW YOU CAN SERVE



- Serves complete, 26-ounce meals, including both hot and cold foods, for more than 370 children.
- No cracks or crevices throughout cart make it easy to clean.
- Pans are held firmly — won't drop.
- Available in baked enamel or stainless steel finish.
- Operates on 115 volts, A.C. current.

SE-260
HOT FOODS
"oven hot"
and

COLD FOODS
"refreshingly cold"

in the new **ATLAS HCP**
Portable Electric Food Cart!

The new ATLAS HCP food cart has greater heat capacity in the hot food compartment ... plus the new ATLAS exclusive "cold-conditioned" cold food compartment ... to insure maximum efficiency and success of your school lunch program. The new ATLAS HCP food cart is easy to handle and economical to use. It becomes an integral part of your school cafeteria's serving line upon arrival in sub-kitchen.

Write for free brochure containing information that may be helpful to you in solving your daily school feeding problems.

ATLAS DIVISION
NATIONAL CORNICE WORKS

Established 1911

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SE-261

No. 1 in America's Schools!

STAINLESS STEEL CASE

Key Controlled School's master key opens every locker.

Master COMBINATION PADLOCKS

No. 1525 — Thousands of combinations, with 3-number dialing, protect the student — yet only one school-owned master key opens every locker.

No. 1500 — Same as No. 1525, but without key-control.

FREE — 4 page folder with complete information on both No. 1525 and No. 1500. Write today to Dept. 8.

Master Lock Company, Milwaukee 45, Wis. *World's Largest Padlock Manufacturer*

SE-262

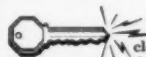
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MEDART
TELESCOPIC GYM SEATS

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POWER OPERATION Key-operated. Opens and closes entire banks of seats in seconds, safely, quietly. Adds only a fraction to seat cost.

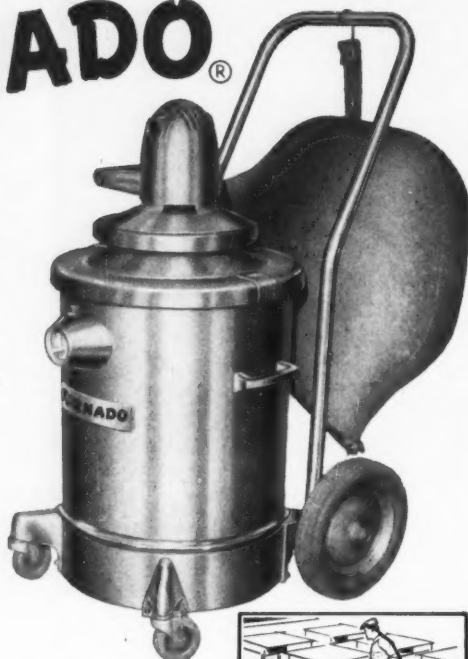
FRED MEDART PRODUCTS, INC.
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SERIES 400 VACUUM CLEANER

- ★ Tremendous Power
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- ★ Removable Power Unit For Blowing and Light Vacuuming



School custodians everywhere prefer the Tornado 400 Vacuum Cleaner. Its tremendous, dependable power, durable construction, and portability does every cleaning job faster and more thoroughly.

For wet pickup, Tornado follows the scrubber and sweeps up the suds to leave floor dry and ready for waxing. With the wide range of Tornado attachments, you can clean overhead fixtures, walls or drapes, chalk trays, lockers, halls, and hundreds of hard-to-reach spots.

Put the Tornado 400 to work in your school, now!



YOU CAN'T BEAT IT FOR CLEANING BOILER TUBES

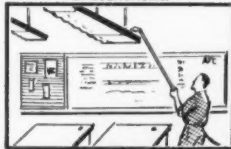
Professional boiler men use this same Tornado vacuum cleaner. Take advantage of this versatility, improve heating and cut fuel costs by cleaning your own boiler tubes regularly.



Wet pickup of suds, water or any liquid.



Clean halls, lockers, classrooms or auditoriums.



Overhead cleaning is fast and easy with Tornado.



Cleans chalk trays, erasers, all around the classroom.

FREE cleaning survey by a Tornado cleaning engineer at no obligations, just write!

For more information, write for Tornado 400 bulletin #894.

BREUER ELECTRIC MFG. CO.

5088 N. Ravenswood Avenue • Chicago 40, Illinois

SPOTLIGHT

Congress Asked to Speed Guidance Appropriations

CLEVELAND—Congress was urged to speed up appropriations of funds for guidance programs in the nation's schools at the closing session of the 39th annual convention of the National Association of Women Deans and Counselors here.

Funds for such programs were guaranteed in the passage of the National Defense Education Act of 1958, but the money has been slow in trickling down to the schools, delegates said.

NAWDC members also voted for an amendment to Title V of the Act. They recommended that Part B be expanded to include counselors and student personnel workers on the college level. The present wording limits the provisions to guidance workers on the secondary school level.

Rockefeller Vetoes Bill To Permit Use of Force

ALBANY, N. Y.—Gov. Rockefeller has vetoed a bill permitting public school teachers to use "reasonable force" on their pupils to "restrain or correct" them.

The Senate had approved the bill by a vote of 35 to 21 after passage in the Assembly under the sponsorship of Joseph R. Corso, Brooklyn Democrat. A similar bill was vetoed by Gov. Averell Harriman last year.

The bill was designed primarily to give teachers in New York City schools the right to inflict corporal punishment. A Board of Education ruling forbids them to do so.

The Corso bill would have superseded this and other local restrictions. It specifically denied Boards of Education the authority to ban the use of force.

The measure aroused bitter controversy during its passage through the legislature. Parent and education groups said that it was old-fashioned, unworkable and ambiguous. Supporters thought a little strict treatment was what school



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watch the kids Teeter and Merry-Go-Round

CHILDREN LOVE THIS SAFE, STURDY, LOW COST PLAYGROUND DEVICE!

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Type No. 40

Unique type Master Key Key machines cannot duplicate

Gougler Master Key Locks dependably protect privacy of users, yet allow for emergency opening by officials. Thin, modern design. Flat back. The lock that clicks.

Just count the clicks

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Our popular keyless lock. Thousands sold.

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Both of these models have die cast cases. All parts are impervious to moisture. You can open them in the dark — just count the clicks.

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a series of 18 classroom films to help teachers clarify fundamental concepts of chemistry . . . and a complete set of useful accessories at no extra cost. Many laboratory experiments and demonstrations—essential to a better understanding of basic concepts of chemistry—often involve more equipment and time than is usually available to teachers.

To meet these needs at a minimum cost, Coronet Films announces its new Chemistry FilmSet—18 basic 16mm sound motion pictures whose graphic presentations of the major units of instruction will help chemistry teachers do a better job. These films are not designed as substitutes for the teacher but as teaching tools—to assure accelerated learning and to meet the new challenges of the space age.

and at no extra cost:

a sturdy steel cabinet to house the films . . . teachers' guides . . . a manual of use . . . and a complete booking system—all for the price of the films.

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The Coronet Chemistry FilmSet may be acquired under the matching fund provisions of the National Defense Education Act, if properly presented as a project for the improvement of science instruction.

For complete details and film descriptions . . .

use the coupon. We shall be pleased to send you a comprehensive brochure including detailed descriptions of the films, the price of the FilmSet and information about various purchase plans tailored to individual requirements.

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"FLOOR KING"
Mopping Outfit
for mops to 36 oz.

SE-268

Are the washroom facilities in your school keeping pace with the rest of the building equipment?

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SPOTLIGHT

children needed.

The Governor side-stepped the whole question of whether spanking would improve a pupil's behavior or scar his psyche. He had said earlier that he personally was for spanking. He had spanked his own children with "no adverse effects," he said at a press conference.

He felt the question here, however, was whether or not school board policies could be "overridden by legislation."

"I am convinced that such an interference with the discretion exercised by local school boards in the establishing of rules of discipline is neither warranted nor desirable," he said in his veto message.

400 High Schools Offer College-Credit Courses

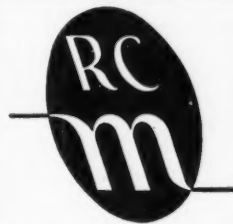
MORE THAN 400 high schools are now giving college courses to selected students under a program financed by the Fund for the Advancement of Education.

The program grew out of two advanced placement experiments conducted in the early 1950's. In 1956, findings from these experiments were developed into a national Advanced Placement Program administered by the College Entrance Examination Board.

More than 390 colleges have adopted the program. More than 200 of these colleges reported last year that they had established policies of granting both point credit toward the college degree and advanced placement in college courses. An additional 150 reported that they would grant advanced placement without college credit.

In 1957, according to John G. Palfrey, dean of Columbia College, three colleges alone received over 100 advanced placement students each. Four more colleges received over 50 students each. In the same year, only 33 colleges in the entire country received as many as 10 such students.

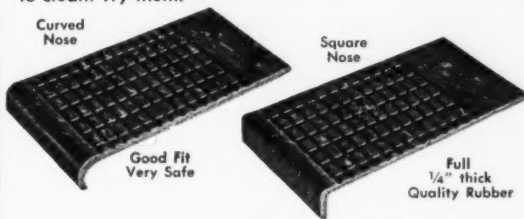
Columbia College began to grant



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MUSSON'S POPULAR NO. 500 STAIR TREAD
DESIGNED FOR SCHOOL SAFETY, BEAUTY, DURABILITY. These heavy-duty molded treads are popular. Musson makes the toughest, heaviest gauge and weight. Easy to clean. Try them.

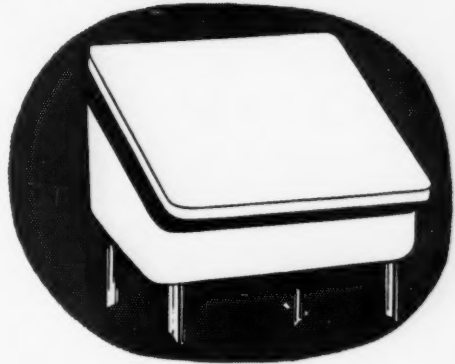


Rectangular pattern is modern and beautiful. Has smooth rear edge border. $12\frac{1}{2}$ " deep, in widths of 24", 30", 36", 42", 48", 54", 61", 72". Colors: Plain black, marbled colors of red, gray, green, mahogany. Landing tile to match.

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REPLACEMENT SCHOOL DESK TOPS



Now—You can modernize your outmoded desks. The same LAMINITE PLASTICS desk top used by manufacturers of the most modern school furniture is available to you for replacement use. **ECONOMICAL, DECORATIVE, PRACTICAL.**

Available in all standard and special sizes.
Send for price list and catalogue.

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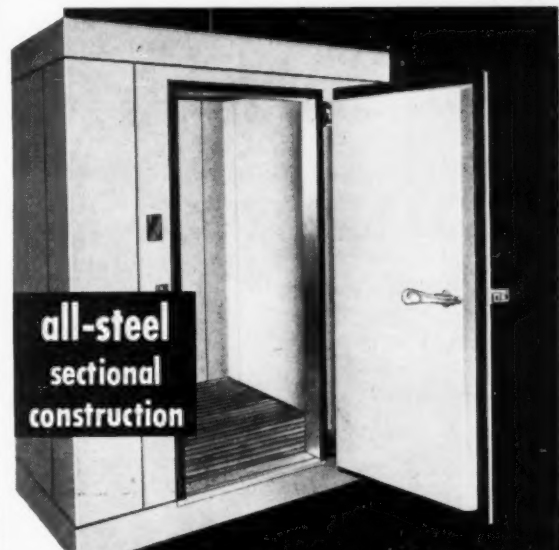
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for their durability, low maintenance and beauty

Since Geneva Cabinets "have gone to school" they have won unprecedented acceptance from coast to coast. These are the reasons: Widest standard cabinet selection! Functional superiority! Greater design and layout flexibility . . . true economy and utility.

Specify GENEVA Cabinets of Steel they offer unmatched durability, far less maintenance—with famous "whisper quiet" quality. You'll find GENEVA'S extensive custom cabinet and planning facilities capable of meeting your needs.

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Impasto

GENEVA'S exclusive textured cabinet finish of etch-line patterned steel. It has the strength of Gibraltar . . . new warmth in appearance . . . superior stain and mar resistance.



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DIVISION OF ACME STEEL COMPANY

Dept. SE-6-59 GENEVA, ILLINOIS



SPOTLIGHT

credit for college-level work accomplished in secondary schools in 1957. The credit was confirmed by scores on the Advanced Placement Examination of the College Entrance Examination Board. These examinations were corrected and graded by members of the appropriate departments of Columbia University.

Almost one-third of the freshmen in Harvard College this year had college-level courses before they got there. Harvard has had four years of experience with the program.

In four years, reports Edward T. Wilcox, director of advanced standing at Harvard, the number of schools sending students to Harvard with some college-level training has increased seven-fold. Originally, they came from a few private schools, but now some 47 percent of the students are from public high schools.

Of the 280 Advanced Standing men in this year's entering class at Harvard, 55 were admitted directly into the sophomore class. Another 11 students entered Harvard as freshmen after their 11th year in school, without secondary school diplomas.

All-Day Workshop Draws 600 Cafeteria Workers

BUFFALO, N. Y.—Attendance at a recent all-day cafeteria workshop held at the University of Buffalo exceeded all expectations.

Over 600 cafeteria workers from 33 member schools participated in the program, coordinated by Donald Wollower, assistant executive secretary of the Western New York School Study Council.

Economy measures, interpreting the cafeteria program, sharing techniques, use of surplus materials, healthful handling of school lunch foods and methods and shortcuts in baking were topics explored.

Ross Willink, principal of Maryvale High School, was the keynote speaker. His address covered the educational objectives of the school lunch program and the correlation of lunch with such topics as health, biology and business.

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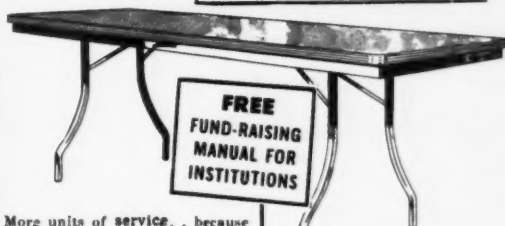
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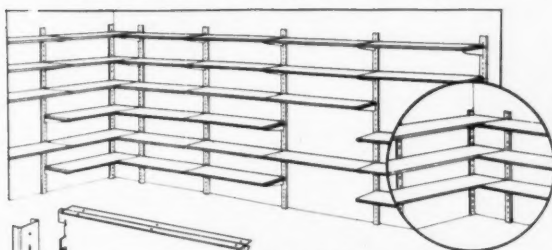
More units of service... because
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ATTRACTIVE • WELL-MADE • PRICED RIGHT
STEEL SHELF BRACKETS & UPRIGHTS



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School Shop needs
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June, 1959

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IN A COMPLETE RANGE OF SIZES - 12 TO 72 INCHES

BIG PUSH DUST MOPS are available in three classes, 1000, 1600 and 1800, in twelve sizes per class. Handles and blocks are of the finest lacquered hardwood. The 12-, 14- and 16-inch sizes have heads of 10 ply cotton yarn and 54-inch handles. All larger sizes, 18- through 72-inch, have 10 ply yarn with 60-inch handles and detachable quarter inch steel braces to minimize breakage.

All 1000 class **BIG PUSH** mops are available in standard 3- and 5-inch trim or 6- or 8-inch yarn throughout.

For the cleanest classroom, hall and gym floors demand Rubon **BIG PUSH** mops.

**RUBON MOPS ARE SPECIFIED ★
 ON MORE SCHOOL BIDS
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Folding Tables are NOT all alike!



No other tables have as many "Extra Features" as

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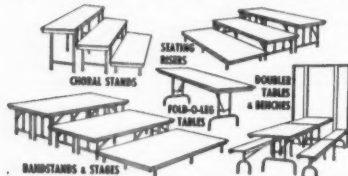
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TUBULAR STEEL FOLDING LEGS
SMOOTH, SANITARY TOPS
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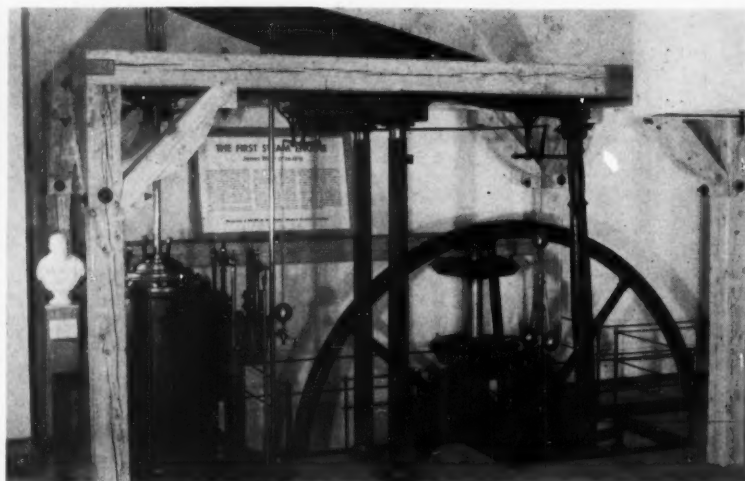


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The steam engine shown above is part of an educational exhibit of historic inventions and discoveries that were responsible for improvements in living over the past 150 years. Located in the Hall of Progress at the Do-ALL Company in Des Plaines, Ill., the exhibit was assembled for the purpose of promoting better public understanding of the forces which created our present way of life.

SE-279

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NITRILE THERMOPLASTIC SHEET

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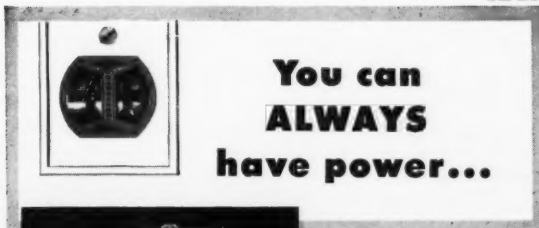
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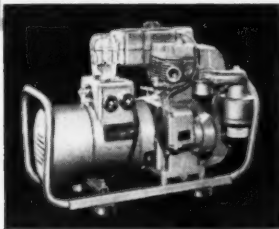
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SE-252

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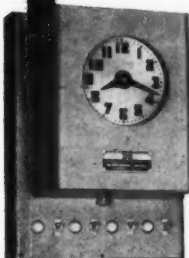
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PROGRAM CLOCKS

These two factors, in city after city, are dictating the replacement of complex, elaborate, high maintenance systems with dependable Montgomery Synchronous Program Clocks. Investigate! Ask your school supply dealer or write for details.

ONE AND TWO CIRCUIT

Activates 1 or 2 circuits on pre-arranged schedules. 12 or 24 hour models. Signals from 2 to 25 seconds duration. Automatic calendar switch. Set by turning clock hands; perfect synchronization. Push buttons do not disturb automatic operation. Easily installed.



NEW! MULTI-CIRCUIT

Operates up to 5 separate schedules on 1 to 5 groups of signals. 12 or 24 hour models. Signals from 2 to 25 seconds duration. Calendar switch regulates operation. Program mechanism and clock movements perfectly synchronized; set simply by turning clock hands. Pushbuttons do not disturb automatic operation.

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SCHOOLS

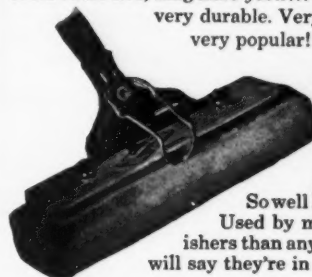


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TIME
in 1/2
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BIG X SWEEP
MOPS**

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Cost least to use because of their high efficiency and double-length life...16-ply cable-twist live, long-fibre yarn...Very, very durable. Very, very popular!



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2507 SOUTH GREEN STREET • CHICAGO 8, ILLINOIS



EDUCATION ABROAD

University Rejection Sparks Attack on Japanese Royalty

Tokyo—The dilemma of young high school graduates unable to find a place in Japan's overcrowded, selective universities is blamed in part for the recent attack on Crown

Prince Akihito and his bride.

Kensetsu Nakahama, 19-year-old son of a prosperous farm family in Nagana Prefecture, is reported to have told police shortly after his arrest that his misanthropy grew worse after he failed the entrance examinations to three universities.

Some major concerns in Japan hire only graduates of certain selective universities.

Controversy Develops Over University Segregation Bill

CAPETOWN, South Africa—Controversy has developed here over a new bill to provide university segregation.

The bill will end the "open" status of the Universities of Cape-town and the Witwatersrand and provide that Negroes of Zulu, Sotho and Xhosa origin must attend institutions being developed under the Department of Bantu Education.

The measure, officially titled the Extension of University Education Bill, would ban the attendance of nonwhite students at white universities after a certain date.

Inferior Education Claimed For Young Yankees Abroad

WARSAW—A complaint that the United States is doing nothing to educate the children of most of its diplomats abroad is voiced by A. M. Rosenthal, foreign correspondent for the *N. Y. Times* in that newspaper's magazine section.

"There are thousands of American children all over the world who are getting second-rate education in fourth-rate schools," says Mr. Rosenthal. He blames it in part on the standard of teaching.

The American school in this city, says Mr. Rosenthal, was able to engage only one professional teacher this year.

Children's Hearts Screened By Public Health Service

CHICAGO—The heartbeats of 40,000 public elementary school children are being recorded by the Public Health Service in a new study here.

Purpose of the study is to test the practicability of mass screening as a method of finding children with possible heart defects.

The heartbeat recorder is believed to be as accurate as the stethoscope, and should make it possible to find children who need further study. Parents of such children will be notified.

SE-281

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CONFERENCE CALENDAR

JUNE

- 21-26, Amer. Assn. of University Women. At Kansas City. Ex. Sec: Dr. Helen D. Bragoon, 1634 Eye St., NW, Washington 6, D. C. Theme: The College Woman: Individual and Citizen.
- 21-27, Amer. Library Assn. At Washington, D. C. Ex. Sec: David H. Clift, Amer. Library Assn., 50 E. Huron St., Chicago 11, Ill.
- 23-26, Natl. Commission on Teacher Education & Professional Standards, NEA. At University of Kansas, Lawrence. Ex. Sec: T. M. Stinnett.
- 23-24, School Law Conference. At Duke University, Durham, N. C. Program Chairman, E. C. Bolmeier, Duke University.
- 28-July 3, Natl. Education Assn. of the U. S. At St. Louis, Mo. Ex. Sec: Wm. G. Carr, 1201 16 St., NW, Washington 6, D. C.

JULY

- 6-10, Natl. School Public Relations Assn., NEA. At Washington, D. C. Ex. Sec: Roy K. Wilson.
- 17-19, Natl. Assn. of Educational Secretaries, NEA. At St. Louis. Ex. Sec: Mrs. Angie Holms, Alhambra High School, 308 W. Main St., Alhambra, Cal.
- 25-28, Natl. Audio-Visual Assn. At Chicago. Ex. V. P.: Don White, Box 337, Fairfax, Va.

AUGUST

- 9-13, American School Food Service Assn. At San Francisco, Calif. Ex. Sec: Dr. John N. Perryman, P. O. Box 8811, Denver 10, Colo.
- 23-28, National Conference of Professors of Educational Administration. At University of Buffalo, Buffalo, N. Y. Planning Committee Chairman: Dr. Richard C. Lonsdale, Syracuse University, Syracuse, N. Y. Theme: Leadership Development in Administration.
- 25-28, The American Dietetic Assn. At Los Angeles, Calif. Ex. dir: Ruth M. Yakel, 620 N. Michigan Ave., Chicago 11, Ill.

SEPTEMBER

- 28-Oct. 2, National Recreation Assn. At Chicago, Ill. Ex. Sec: Willard B. Stone, 8 W. Eighth St., N. Y. 11.

OCTOBER

- 6-9, Natl. Council on Schoolhouse Construction. At Kansas City, Mo. Ex.

Sec: W. D. McClurkin, Peabody College, Nashville, Tenn.

- 11-15, Association of School Business Officials. At Miami Beach, Fla. Ex. Sec: Dr. Charles W. Foster, 1010 Church St., Evanston, Ill.

- 19-23, American Public Health Assn. At Atlantic City, N. J. Ex. Sec: Dr. Berwyn F. Mattison, 1790 Broadway, N. Y. 19.

- 23-24, Department of Rural Education, NEA. At Seattle, Wash. Ex. Sec: Howard A. Dawson, 1201 16 St. NW., Washington, D. C.

- 25-28, County and Rural Superintendents, NEA. At Seattle, Wash. Ex. Sec: Howard A. Dawson, 1201 16 St. NW., Washington, D. C.

November

- 3-5, Natl. Asso. of Public School Adult Educators. At Buffalo, N. Y. Ex. Sec: Robert A. Luke, 1201 16th St. NW, Washington 6, D. C.
- 12-13, National Organization on Legal Problems of Education. At Cleveland, Ohio. Ex. Sec: Roger M. Shaw, Kent State University, Kent, Ohio.

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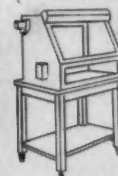
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recent publications for the administrator's bookshelf

THE HIGH SCHOOL IN A NEW ERA

Edited by Francis S. Chase and Harold A. Anderson. Chicago: University of Chicago Press. 1958. 449 pp.

This volume is based on the papers presented by 38 educators and laymen at a conference sponsored by the University of Chicago in collaboration with the National Citizens' Council for Better Schools.

The contributions have been organized to reveal the historical significance of the high school for American society, the challenge which the high school faces in attempting to prepare American young people for life in our modern scientific age, and the capacity which the high school possesses to adapt itself to the new era. The papers presented in this volume deal with almost every conceivable problem which faces the administrator of the American high school. Each of the authors has presented a problem as viewed from his unique vantage point and advances suggestions which he thinks will resolve it.

Individually many ideas promoted in the papers will stimulate the serious-thinking administrator. Collectively the papers fulfill the purpose which the editors state as follows: "The suggestions advanced are intended not for uncritical acceptance but as fomenters of a great debate on how schools, which have served so well in the past, may make themselves equal to the even more exacting demands of the present and the onrushing future."

—RICHARD R. SHORT
*Superintendent of Public Schools
Hastings, Nebraska*

THE EDUCATION OF THE INDIVIDUAL

By Alfred Adler. New York: Philosophical Library, Inc. 1958. 143 pp. \$3.50.

Dr. Adler presents a position with regard to the fundamental aim of education with implications for

teaching in a thought provoking and refreshing manner.

From the point of view of a humanist with Freudian influence, the author develops his theme concerning the significance and importance of every individual as an end in himself. Under his provocative heading of "The Four Horsemen," Dr. Adler deals with relationships, equality, ephemeral moments, and relevance of actions as the four problems faced by an individual. At times it is difficult to follow the author's logic; but as it emerges from the philosophic premise, it becomes more apparent.

This book makes good reading anytime but particularly so in face of current criticisms of education.

—NORBERT J. NELSON
*Assistant Professor of Education
Purdue University
Lafayette, Indiana*

THE PUBLIC ADMINISTRATION OF AMERICAN SCHOOLS—Second Edition

By Van Miller and Willard B. Spalding. Yonkers-on-Hudson, New York: 1958. 605 pp.

Community leaders, who are not professional educators, will find suggestions throughout the book for effective participation in public school administration, while administrators will find many practical procedures for more effective democratic operation. Surprising, but perhaps prophetic, is the section advocating the encouragement of collective bargaining units for school employees, including teachers.

—SAMUEL L. HICKS
*Professor of Education
Ohio University
Athens*

THE PRACTICE OF SCHOOL ADMINISTRATORS

By Herold C. Hunt and Paul R. Pierce. New York: Houghton-Mifflin Co. 1958.

A unique page "Historical Perspective" introducing each chapter and an ancillary use of research permitted

the authors to concentrate on current practices with greater attention to larger school systems. In the opening chapters, an emphasis on curriculum and instruction support a basic concern for appropriate administrative relationships between the central administration and the individual school.

Chapters on the administration of higher education, the state and federal governments in education, and advancing school administration supplement topics usually included in such texts. The "basic principles" concluding each chapter afford an effective teaching aid through the use of a Socratic discussion approach.

—HOWARD S. BRETSCH
*Professor of Educational Administration
University of Michigan
Ann Arbor*

THE PHILIPPINE COMMUNITY SCHOOL

By Vitaliano Bernardino. Quezon City: Phoenix Press, Inc. 1958.

Mr. Bernardino has presented the historical development, current operation, impact on community life, and the anticipated future of the Philippine Community School.

The author's treatment of the why, what, and how of the programs carried on by the various Philippine Community Schools indicates that their development has contributed significantly to improvements in literacy rate, curricula, teacher training programs, teaching techniques, and community living.

A criticism is the occasional presentation of opinion as fact.

This book is recommended reading for those who want evidence of what the school and the community can achieve through cooperative interaction.

—ROBERT J. STALCUP
*Assistant Principal
University High School
University of Nebraska
Lincoln*

Also Noted . . .

PHYSICAL EDUCATION IN THE MODERN ELEMENTARY SCHOOL

By Charles A. Bucher and Evelyn M. Reade. New York: The Macmillan Company, 1958. 437 pp., \$5.50.

PAMPHLETS OF INTEREST

Audio-Visual

Educational Screen & Audio-Visual Guide—1958 Blue Book Issue is the August issue of this periodical and lists the various types of new material brought out the preceding year. They are listed under a subject index. An alphabetical title index, a directory of listed sources and instructions on the use of the Blue Book are also included. *Educational Screen & Audio-Visual Guide*, 2000 Lincoln Park West Bldg., Chicago 14, Ill. \$1.

Curriculum

Let's Create by Mary K. Leonard. The elementary teacher, interested in encouraging a creative art program, will find this booklet helpful. It stresses the idea of letting the child experiment for himself. *Curriculum Service Series No. 2*. Center for Educational Service, College of Education, Ohio University, Athens. 1958. 57 pp. \$1.

Reading

Readability: An Appraisal of Research and Application, by Jeanne S. Chall, is a study in which the author traces the beginnings of readability and attempts to show what affects comprehension of materials and the usefulness in predicting and controlling the level of difficulty of such materials. Published by the Bureau of Educational Research and Service, Ohio State University, Columbus 10, Ohio. 202 pp. \$4.

Standards for Survey of Reading Material in Public School, by William B. Terrell, is an abridgment of the author's thesis in which he developed a comprehensive standard for adequacy for printed materials in public schools. Published by the Gulf School Research Development Association, 3801 Cullen Boulevard, Houston 4, Texas. 77 pp. \$1.25.

June, 1959

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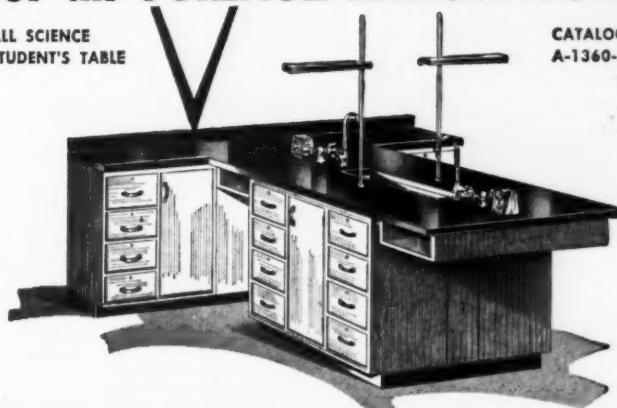
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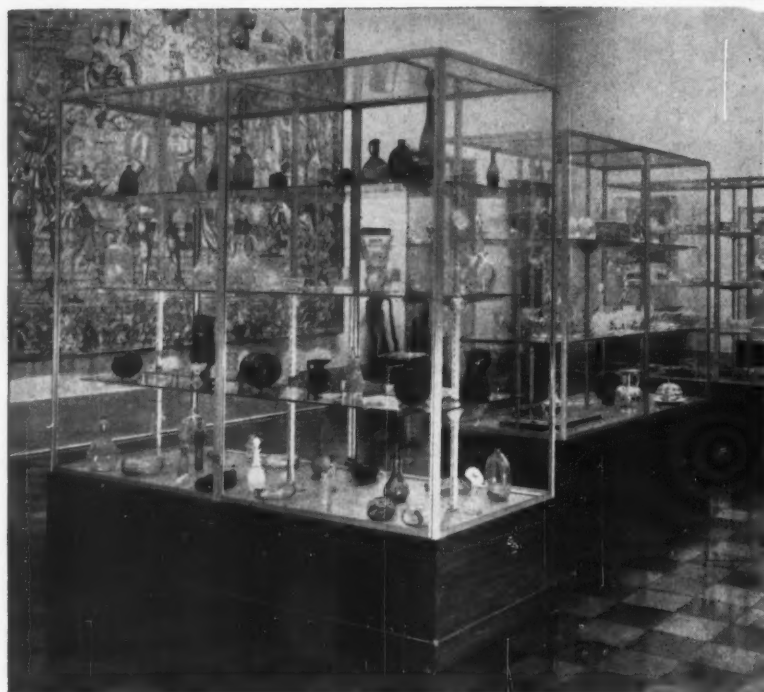
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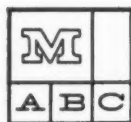
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Vocational Education

A Guide to Engineering Education, by Frank W. Eller, is the first in a series prepared by the Science Manpower Project of Teachers College, Columbia University, and is designed to meet the need for guidance information which the high school teacher can supply to students interested in technology as a career. Published by the Bureau of Publications, Teachers College, Columbia University, New York City. 45 pp. \$1.

Teaching

A Classroom Teacher's Guide to Physical Education by C. Eric Pearson, is No. 17 of the series Practical Suggestions for Teaching. This pamphlet will be of interest to those elementary-school classroom teachers who feel their preparation inadequate to direct the physical education program of their pupils. Bureau of Publications, Teachers College, Columbia University. N. Y. 27. 1958. 127 pp. \$1.50.

Reports

Quality Control Guide. This booklet presents data on a number of measures related to educational quality in a school system. It reports on ability, effort, expenditures, salaries, staffing adequacy, elementary staff, secondary staff and quality. Central School Boards Committee for Educational Research, Teachers College, Columbia University, New York 27. 1958. 25 pp.

Progress of Public Education in the United States of America 1957-58. This is a summary report of U. S. Office of Education to the 21st International Conference on Public Education in Geneva, Switzerland, July 7-16, 1958, jointly sponsored by UNESCO and the International Bureau of Education. HEW. 1958. 26 pp.*

* Available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D.C.



They Eat to Music

by SAMUEL B. KERMOIAN



THE ELEMENTARY ADMINISTRATORS in the San Francisco Unified School District look on the school cafeteria as a laboratory to be utilized for the development of a lifetime concept of good eating habits. They believe that the lunch program also affords an invaluable opportunity to teach children, through direct experiences, socially acceptable table manners, good sanitation procedures and an appreciation of an appropriate environment for meals. In attempting to reach and influence as many of the students as possible, principals have been looking for ways to make the lunch period more relaxing and pleasing. Music has been used as one approach by some administrators.

Many of the factors which influence cafeteria patronage—cost of service, size of portion, quality of food, variation of menus—are determined centrally and cannot be modi-

fied to any great extent by the building principal. The atmosphere of the school cafeteria, however, can be controlled.

A typical example of music in action in elementary school cafeterias in San Francisco is found at the Lafayette School. Visitors to the school are impressed that the lunch hour can be such a pleasant and relaxing period. It is not the excellence of the food, the quality of the service, nor the cleanliness of the facilities, alone, which make for this pleasant climate. Music makes the difference.

The noontime music program is under the direction of children who are members of the school service group. These helpers are responsible for setting up and operating the record player. Appropriate records come from the school record library, supplied to a large extent by the PTA. The children have favorite recordings which they request again and again. Often, records are brought from home, and the child supplying the selection is allowed to announce

Dr. Kermoian is the principal of the Farragut-Ortega Schools in San Francisco, California.

SCHOOL LUNCH

the title. Long-playing records have been found adaptable for this purpose and are used extensively.

The music supervisors of the system recommend especially the following records: *Carnival of the Animals* by Saint-Saens; *Mother Goose*

Suite by Ravel; *Woodland Sketches* by MacDowell; *String Quartet No. 1* and *Nutcracker Suite*, both by Tchaikowsky; *Air on the G String* by Bach and *Children's Corner Suite* by Debussy.

The basis for selection of recordings should be: to provide rest and relaxation and to promote the function of music throughout the day.

A unique approach to providing music during the noon lunch hour

is that taken by the John McLaren Elementary School. Here, hour-long programs are recorded on tape and played during the lunch period. Recordings, class singing and glee club performances are used. The preparation of these tapes is part of the extensive club program which is carried on in the school. Students are responsible for the entire operation.

Music, with food and conversation, is certainly not a new idea. Dinner music is not a recent innovation. Musicians were present at the feasts and banquets of the early Greeks and Romans. Sir Thomas More, in planning his model community, proposed music at the meals of every class.

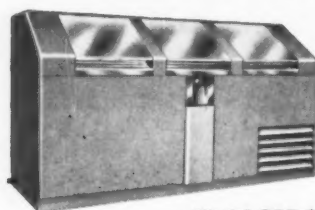
The power of music to refresh the nerves and spirit has been known since the beginnings of civilization as evidenced by the worksongs of the most primitive peoples.

Since 1925, music has been utilized by industry to calm workers' nerves, make difficult tasks more pleasant and increase the daily output. Today department stores, coffee shops, restaurants, office buildings and hospitals are aware of the value of music and employ it extensively. Music has been credited with helping to increase sales, reduce accidents, restore mental health and even induce greater milk production in cows!

Does music help in achieving a pleasant cafeteria atmosphere? Students, school personnel and parents agree that it does. Cafeteria patronage at schools where music is used is higher than average. Soft background music is conducive to quiet lunchtable conversation; some principals firmly believe that it has directly effected a lowering of overall noise levels. Supervision is easier and more pleasant. Parents have reported favorable reaction from their children and have voluntarily loaned and donated recordings.

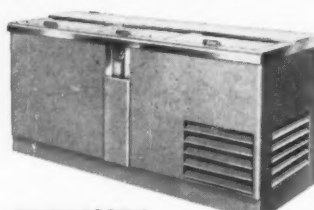
So, music *does* make a difference. A pleasant cafeteria invites and encourages student patronage, affording endless opportunities for teaching social concepts and forming health habits that enrich the life of the child and carry over into adulthood.

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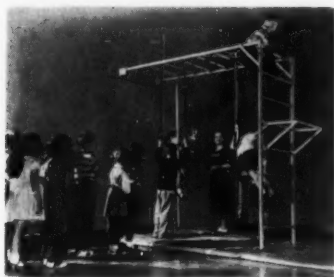
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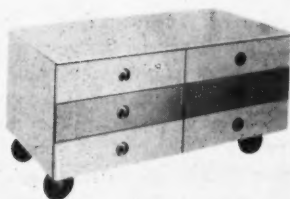


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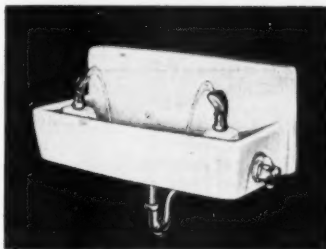
plan, give teachers and school administrators complete flexibility and mobility in room arrangement.

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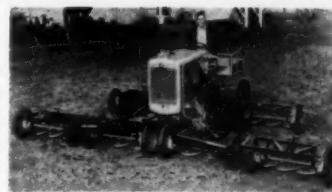
Features include concealed hangers, brass strainer, 2 loose key compression stops and cast brass P trap. There are two 2-stream mound building projectors and automatic stream control. All exposed fittings are chromium plated.

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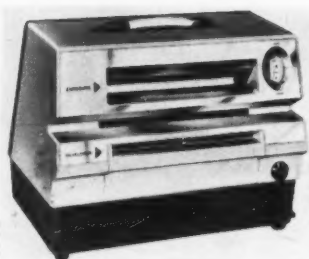
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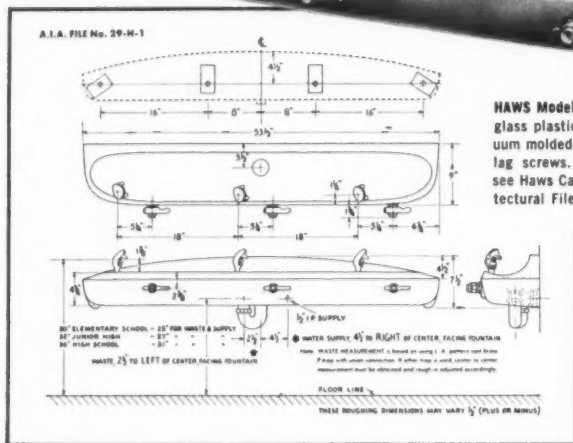
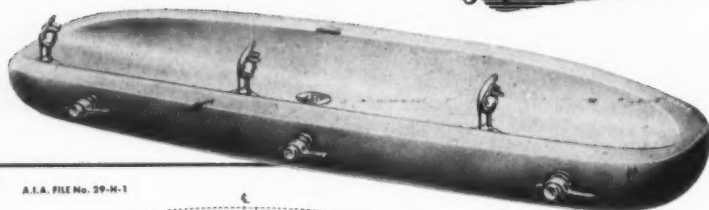
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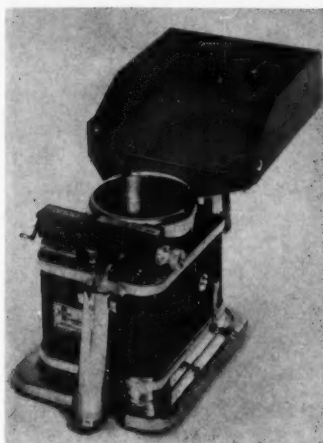
See HAWS Catalog in Sweets Architectural File for data on the entire Haws line.

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1441 FOURTH STREET • BERKELEY 10, CALIFORNIA

PORTABLE CCIN COUNTER SE-309
Has Greater Capacity

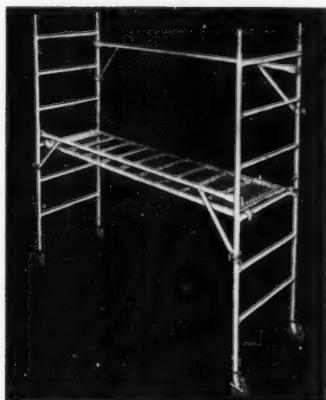


The Kloppe portable counter is now equipped with a new larger reserve tray. This speeds up and simplifies the collector's location counting job. The tray is an integral part of the coin counter. It folds over the machine as a protective cover for the mechanism when in transit and has a carrying handle welded to it.

The unit counts up to 1800 coins per minute; it also inserts them in wrappers for deposit, all in one operation. The machine can be used anywhere since it is completely hand operated and requires no electrical hook-up. It is compact and with the reserve tray folded, measures only 8 x 9 x 10". The machine weighs only 13 lbs.

KLOPP ENGINEERING, INC., 35551 Schoolcraft Rd., Livonia, Mich.

ALUMINUM SCAFFOLD SE-310
Adjusts for Stairway Work



Bil-Jax's all-purpose aluminum scaffold unit may be rolled through door-

June, 1959

ways and is adjustable to work on stairways. The complete rolling scaffold weighs only 77 lbs., including casters, making it easy for one man to lift, assemble, disassemble, maneuver and transport.

The single unit is 6' 6" high, 28" wide, and 7' long. The arm braces permit working over and around objects such as desks and machines. The expanded aluminum work platform may be placed on any rung, and extra ladder sections in 3, 4, 5, and 6 foot lengths may be added to go higher.

BIL-JAX, INC., Archbold, Ohio.

METAL CANE FOLDING CHAIR SE-311
Of Durable Lightweight Steel

An attractive, newly designed metal cane folding chair is being marketed by Lyon Metal Products, Inc. The resilient channel frame construction permits the chair to adjust to uneven floors without permanent frame distortion, even under extreme testing conditions which are never equalled in normal use. Large, comfortable curved seats and back were designed by seating experts to match body contours.

LYON METAL PRODUCTS, INC., Aurora, Ill.

SE-285

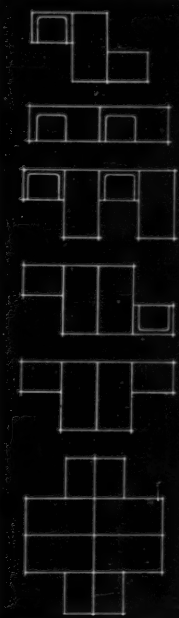


The NEW WAY to TEACH
5 Classes in 1 Room!



PROFESSION-L
BUSINESS PRACTICE
FURNITURE

Lets You Custom Design an
 Endless Number of Units.
 Adaptable to any Space



TYPING • SHORTHAND • BOOKKEEPING
MACHINE PRACTICE • GENERAL BUSINESS

New functionally styled Cramer Profession-L school desks are the answer to the commercial teacher's prayer. You can teach all business courses in the same classroom. Typewriter units are specially constructed to *completely eliminate* machine movement and vibration. Profession-L Desks let you seat more students comfortably, efficiently . . . with greater work area, at lower cost.

Use them with Cramer Student Posture Chairs that encourage correct posture habits, lessen fatigue. 3-way adjustment for seat height, back height, seat depth. Formed, natural plywood seat.



Cramer **Profession-L**
"BUSINESS PRACTICE" FURNITURE

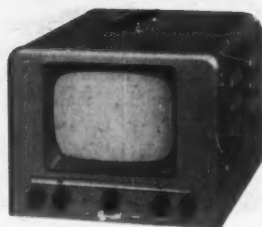
Write for Complete Details

CRAMER POSTURE CHAIR CO. INC., 625 ADAMS, DEPT. SE-6 KANSAS CITY, KANSAS

Scale Model Layout Sheets and
 Templates are available on request

8" MONITOR**SE-312****Designed for Closed-Circuit TV**

Miratel, Inc. has announced an 8" monitor which has been engineered specifically for the educational, broadcast, and closed-circuit TV field. The unit is 9 $\frac{3}{4}$ " high, 12 $\frac{3}{4}$ " wide, and 16" deep. Weight is 32 lbs. The front panel is removable for cleaning the safety glass and picture tube. This model gives 600 line resolution and has stable sync circuitry, making it highly compatible for use with industrial cameras. Video input is high impedance looping for



signal levels of .3 to 1.5 volts to full contrast.

The unit is attractively packaged in a metal cabinet finished in a gray hammer, and the controls are found on the front panel.

MIRATEL, INC., 1080 Dionne St., St. Paul, Minn.

LAWN SPRINKLER**SE-313****Designed for Confined Areas**

A new lawn sprinkler, known as the B-Line, is adjustable and can be set to cover all or any part of a circle. At 25 lbs. pressure, a grounds maintenance man can water a full circle 50' in diameter, or reset the unit for a quarter circle, half circle, or any part of a circle, to cover corners or sides of a square or rectangular area.

A fine, misty spray is produced, even on a small volume of water, yet this will cover all corners thoroughly. This unit is built for heavy-duty use with lifetime bearings, working parts of bronze, and the adjustment feature which cannot creep, corrode or stick.

BUCKNER MFG. CO., INC., 1615 Blackstone Ave., Fresno 8, Calif.

FABRI-FORM

school trays...



...your
LOW COST
answer
to classroom
storage problems!

Schools everywhere are solving their classroom storage problems *economically* with Fabri-Form school trays. These trays store student's materials **INDIVIDUALLY** in home economics, kindergarten, science and chemical labs, art or work-shops, and have many other miscellaneous school storage uses.

Our sturdy plastic trays solve your existing storage problems *immediately*—yet are easily adaptable for later incorporation into a more elaborate storage system. Available in six sizes, all with individual label holders. Architects—write us for complete information!



- Made of sturdy high-impact plastic, with high gloss finish — **UNBREAKABLE** in normal use
- Smooth surface resists soiling — easily cleaned
- Lightweight and easy to handle — even by small children
- Six sizes with label holders
- Beautiful pale tan, gray or green colors

**WRITE FOR
DETAILS
TODAY!**



The FABRI-FORM Company, BYESVILLE 4, OHIO

INTERNAL CONTAINER CLAMP SE-314
Has Holding Pressure of 2000 Lbs.

A new container clamp for internal applications, utilizing a recently developed worm-gear lock mechanism, has been announced by The Bassick Company. The new worm-gear clamp is completely concealed within the container, except for the hex screw-head used for opening the clamp. The hidden clamp mechanism cannot be subjected to direct bumps or shocks or environmental extremes.

With a holding pressure of 2000 lbs., the clamp can provide effective seating against moisture and outside pressure variations and can meet severe requirements as to shock and vibration resistance. The gear lock clamp is economical and saves on labor costs in mounting, opening and closing.

THE BASSICK CO., Bridgeport, Conn.

SCHOOL FURNITURE LINE SE-315

Of Wood and Tubular Steel



IRWIN 3/R LINE

The Irwin Seating Co. announces a new, stylized line of school furniture, the 3/R line. Available in this new series are chairs, tables, desks and chair-desk units.

All book-box desk tops are of the newly-developed, Monosteel. Wide spread, tubular steel legs are tapered to give the 3/R line a styling of grace and beauty combined with durability for longer classroom life. Metal surfaces have a soft, pastel mar-resistant finish, secured by complete bonderization. A new type of nylon glide gives the desks and chairs a firm footing.

The compound-curved hardwood seats and backs supply good posture and genuine student comfort. All chairs have been styled for quick, easy stacking. The desk and table writing surfaces are of G-E Textolite, color grained to match wood surfaces of the chairs.

Tables are styled with the same neat, clean appearance and have matching swaged legs. They are available in round, rectangular and trapezoidal shapes to adapt to today's classroom arrangements. In heights ranging from 23 to 29½ inches.

Desks have been designed in 4 different heights and all chairs are available in 6 sizes covering every age group from kindergarten to adult.

IRWIN SEATING CO., Grand Rapids, Mich.

SCHOOL BALL PENS SE-316

New Family Available

The Eberhard Faber Pencil Co. has just placed on the market their new family of School Ball Pens designed to give the best possible service on the type of paper most commonly used by school systems. Each woodcased pen has its own particular use.

School #165 is a desk pen with blue ink, while #166 has red ink. Both pens feel like a pencil and were developed to produce neater writing.

#905 School Fine-Writing Pen is made expressly for use in penmanship and commercial classes including accounting, bookkeeping, and ledger work.

#925 School Desk Ball Pen is a blue ink pen with an eraser tip. The eraser is manufactured especially for eraser ball pen inks and corrections are made easily and rapidly.

EBERHARD FABER PENCIL CO., Crestwood, Wilkes-Barre, Pa.

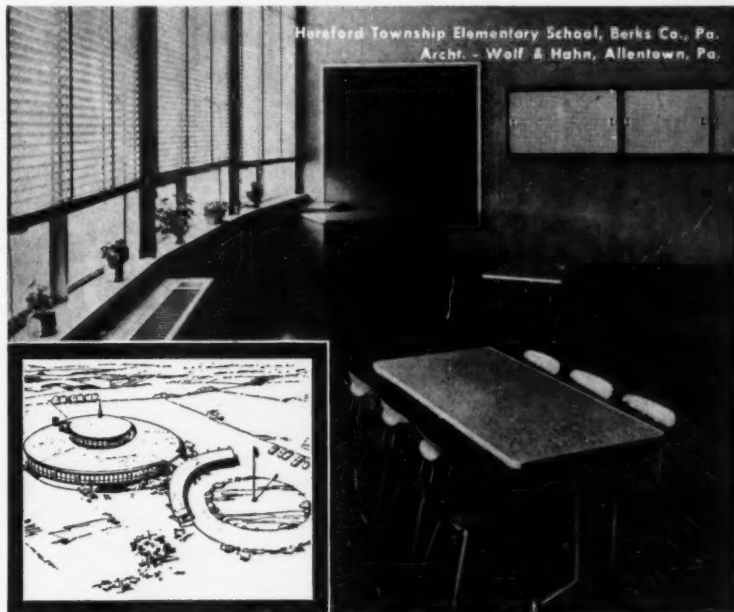
LOW POWER MICROSCOPE SE-317

Very Low in Cost

A new microscope designed by Edmund Scientific Co. is ideal for examining rock, sand, minerals, studying stamps and coins, dissecting insects, examining snowflakes and other crystals, seed and plant inspection, etc. Made from quality war surplus optical components, the microscope combines many features usually found in much higher priced units.

EDMUND SCIENTIFIC CO., Barrington, N. J.

SE-287



Hereford Township Elementary School, Berks Co., Pa.
Arch. - Wolf & Hahn, Allentown, Pa.

NATURAL SLATE CHALKBOARDS

... because young eyes deserve the best!

First, completed, circular school in the country and selected for the International Conference on Public Education in Geneva, Switzerland as representative of "American progress in school architecture." That's the new Hereford Township school. And just as forward-looking as its design is the choice of natural slate chalkboards throughout. Because of all chalkboards, slate communicates best. Permits young eyes to grasp the written message instantly. Easy to clean... durable... low in annual maintenance—small wonder leading schools continue to specify natural slate... quarried in Pennsylvania.

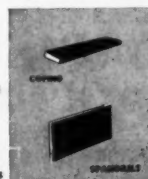
for information on specific properties of slate, write:

NATURAL SLATE CHALKBOARD CO. — THE STRUCTURAL SLATE CO.

Pen Arzyl, Pa.

Members - Pennsylvania Slate Producers Guild

natural slate... 500 million years in the making



DISH BOX

SE-318

For Mechanical Dishwashers

A new dish box molded of unbreakable Boltathene high-density polyethylene may be used in mechanical dishwashers and can be sterilized. It will hold three Steril-Sil washing cylinders, if desired. It is nontoxic and impervious to acids, fats, oils, greases and similar items. Its molded construction makes cleaning easy as there are no seams to catch or hold soil.

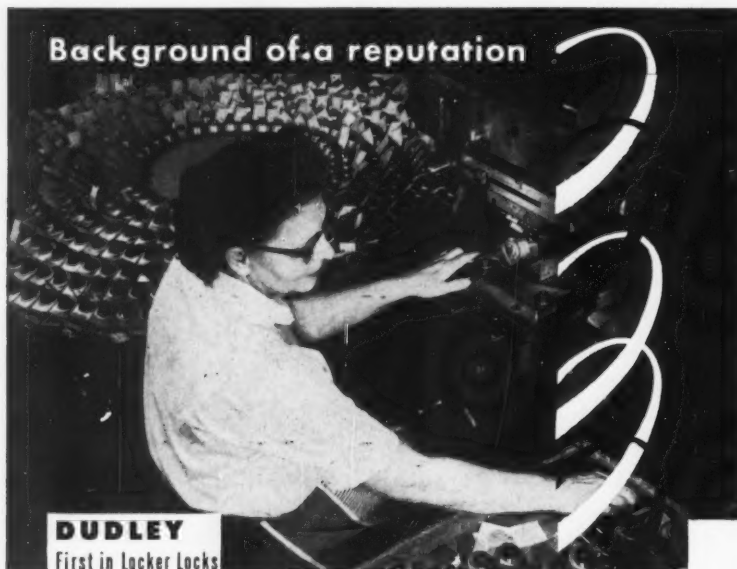
Light in weight, the dish box is easily carried or can be used on portable carts. It can be stacked or nested as desired.



Two colors are available: white and metallic grey.

THE GENERAL TIRE & RUBBER CO.,
Bolta Products Div., Lawrence, Mass.

SE-288



RD-2

Rotating Dial Combination Padlock

Solid stainless steel case, revolving dial with 64,000 possible 3-number combinations. Self-locking when shackle is pushed home.

Present and Accounted For

Final manufacturing operation on a Dudley Locker Lock is embossing its lifetime number on the case. Pressure to stamp a long number would crush the case, so this ingenious machine rolls the case against the dies, in effect embossing only one letter at a time. Then the 3-digit combination is recorded on permanent records along with the lock number so that any-time and forever the combination can be ascertained by the factory when the number is known. No combination can ever be completely lost.

You can always depend on the protection given by Dudley Locks. Ask your Dudley representative. He will helpfully discuss your locker lock needs—without obligation, of course.

DUDLEY LOCK CORPORATION

Dept. 619, Crystal Lake, Illinois

The standard of controlled locker protection since 1921

CAFETERIA COUNTER DESIGN SE-319

In Ceramic Fired-On Colors

The addition of rectangular, prismatic glass shapes and ceramic fired-on colors to the Owens-Illinois new Thin-lite Curtain Wall System has been announced by Kimble Glass Co. Colorful, mosaic patterns can be created by the architect with the eleven different colors available.

The modular 4' x 2' and 5' x 2' panels are two inches thick, provide both an inside and outside finished wall and have extruded aluminum, interlocking perimeters. They are secured to struts by a bolt-assembly fastened by simple screw-driver.

Basic panels are in three tints: Rice Paper White, Sunlight Yellow and Cool Green. Permanent, ceramic, fired-on exterior colors include chinese red, golden yellow, indigo, bronze, turquoise green, peacock blue, charcoal grey, and ebony. Colors of choice may be intermixed, using combinations of the square and rectangular shapes to provide the mosaic look.

KIMBLE GLASS CO., SUBSIDIARY OF
OWENS-ILLINOIS, Toledo 1, Ohio.

CURTAIN WALL PANELS SE-320

Features Uncluttered Appearance

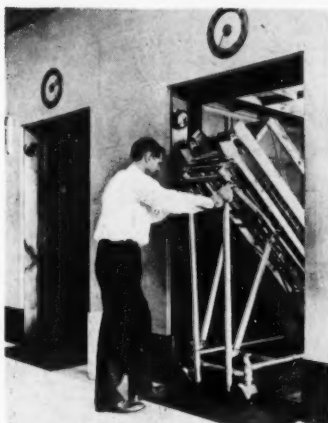


The new Blickman cafeteria counter is set up on pedestals with 4-ft centers. Impediments to cleaning, such as cracks, crevices, or inaccessible spaces that can harbor dirt or food particles have been eliminated. The new counter is also free from below-counter cabinets and shelving.

Counter depth is determined by the requirements of the apron. Plumbing and electrical utilities are run through the pedestal. All facilities are concealed with lateral arms to water or waste outlets contained within the confines of the apron. Pipes are easily accessible for maintenance through easy-to-remove panels.

S. BLICKMAN, INC., 8400 Gregory
Ave., Weehawken, N. J.

SE-321
TELESCOPING WORK PLATFORM
For Overhead Spot Maintenance



The Elevator-Size Tallescope is a compact telescoping work platform for overhead spot maintenance which fits inside any normal size elevator or storage closet and rolls through doorways. Measuring approximately 6' long by 6'7" high and 28" wide, it unfolds into a telescoping platform extendable for reaching heights up to 20'.

The unit is made of aluminum, rolls with the job, and can be assembled quickly by one man.

UP-RIGHT SCAFFOLDS, 1013 Pardee St., Berkeley 10, Calif.

SE-322
PORTABLE LABORATORY
For Elementary, Jr. High Schools



The MobiLab enables elementary and junior high schools to use the same scientific equipment in several classrooms. Among this unit's features are: a fixed, thermostatically controlled heating unit; built-in water supply; automatic retracting extension cord; electrical outlet; stainless steel basin and hardware. It is made from sturdy birch hardwood and finished with a new wear-resistant paint.

Specially-designed sliding storage panels of colorful Marlite Peg-Board, a perforated hardboard with a factory-baked plastic finish, replace conventional drawers and boxes.

The MobiLab is 48" long, 28" wide, and 36" high.

MOBILAB MFG. CO., Box 101, Millbrae, Calif.

SE-323
OFFICE CHAIRS
Available in 5 Models

The new K series of office chairs is classically simple in appearance and is

designed to be compatible with steel or wood furniture. The steel tubular frame, in a new "wall saver design" forms a stylized K, from which the series gets its name.

Models 1400 and 1421 are side chairs. Models 1402, 1423, and K22-DO are swivel chairs with the basic posture chair adjustments. Seat and back cushions on all five models are made of molded foam latex.

The removable chair covers are available in a wide selection of colors and fabrics.

CRAMER POSTURE CHAIR CO., Kansas City, Kans.

SE-289

ROOFS...\$10, WALLS...\$5, FLOORS...\$7,

**Why Program
Preventive
Maintenance
of School
Buildings**

A preventive maintenance program for your school will . . . catch trouble before it becomes expensive . . . provide a budgeted program to eliminate sudden large expenditures . . . permit efficient use of labor by programming. The Tremco Man can show you how to adopt this program. His trained inspection, diagnosis and recommendation plus application instruction of the job, assure economy and satisfaction . . . whether the work is done by a contractor or your own maintenance crew.

Get your free copy of Tremco's Revised School Building Maintenance Program . . . ask your Tremco Man or write us.



"You can't buy experience by the gallon", the TREMCO MAN brings it to every job . . . Call him and ask for a demonstration of his "know-how".

THE TREMCO MANUFACTURING COMPANY, 10701 Shaker Blvd., Cleveland 4, Ohio

**ROOFS
FLOORS
PAINTING
WATER REPELLENTS
SASH**

PRODUCTS AND METHODS FOR BUILDING
MAINTENANCE & CONSTRUCTION

CAFETERIA STORAGE TRUCK SE-324

Takes Dishes, Trays

A heavy-duty stainless steel dish and tray storage truck with accessories has been announced by Lakeside Mfg., Inc. The truck is designed and built to carry 500 lbs. of dishes or trays easily and safely. Only 32" high, it slides compactly under average counters, and may be loaded or unloaded easily from one side.

Heavy-duty, ball-bearing 8" swivel casters assure finger-tip handling, silent gliding. Overall construction of the Im-



perial 707 is 18 gauge stainless steel with 1" x 1" x 1/8" stainless steel angle frame. All seams are electronically welded.

LAKESIDE MFG., INC., 1977 S. Allis St., Milwaukee 7, Wis.

MOPPING BUCKETS SE-325

Can Be Hooked Together



The new Geerpres Convertible mopping bucket can be used by itself for small jobs or in conjunction with another Convertible as a twin-tank unit for larger areas and jobs requiring two different solutions. The buckets are designed so that it is easy to hook two units together.

Smudges, dents and scratches on furniture, walls, and woodwork when mopping floors are prevented by the heavy-duty, non-marking rubber bumper that completely encircles the base of the bucket.

GEERPRES WRINGER, INC., P.O. Box 658, Muskegon, Mich.

LIGHT CONTROL SE-326

Acts Like Thermostat

Called Luxtrol Automatic Light Controller, a new light control system measures daylight and balances it with electric light to assure a constant level of room illumination.

Nerve center of the system is the Lumistat, a dial which pre-sets the desired amount of room light. A photo-electric scanner is mounted where it can best monitor the lighted area to measure the amount of combined daylight and artificial light in the room. This information is relayed to a signal station, which compares the reading to the Lumistat setting. If the readings differ, signals are sent to the Luxtrol Light Controller which dims or brightens the lights to maintain the desired level.

SUPERIOR ELECTRIC Co., Bristol, Conn.

SE-290



Midwest FOLDING TABLES

PORTABLE PLATFORMS FOLDING STAGE
FOLDING BAND STANDS CADDIES

FOR YOUR SCHOOL

MIDWEST FOLDING TABLES

Midwest offers you a complete line of folding tables for every school need. Easy folding! Compact storage! Beautiful top! Featuring the famous Du-Honey 20 safety lock-positive protection in both the folded and the extended position. All-welded construction! Reinforced recessed steel apron. Improved leg design for added sitting comfort! Your choice of styles and a wide range of sizes.

TABLE & CHAIR CADDIES

Save time and effort! Reduce noise and confusion! Solve your problem of moving and storage of your folding tables and chairs with a Midwest Caddy. Designed to handle all types of folding chairs and any size table. Built for rugged service. Smooth rolling rubber caster wheels for effortless handling.

PORTABLE PLATFORMS AND BANDSTANDS

Heavy duty folding platforms for use as bandstands, seating risers, speaker's platforms, runways, etc. Size 4 x 8 ft. Choice of 5 different heights. Du-Honey 20 leg locks. 3/4 in. plywood tops. Folds compactly.

MIDWEST PORTABLE FOLDING STAGE

A new self-contained portable folding stage that's ideal for classroom use. Makes a strong spacious stage 8 ft. x 11 ft. 8 in. Entirely self-contained — no loose parts — no tools needed to set it up. Can be folded in a few seconds and moved from room to room. When folded is 8 ft. x 19" x 39". Equipped with easy rolling swivel casters with hard rubber tires. Patented safety locks. Extra heavy center supports.

CHORAL RISERS

Folding portable choral and band stands available in 18" or 36" widths; straight or tapered end styles; in range of 4 different heights. Folds easily, stores compactly.

Write today, for complete catalog!

Midwest

FOLDING PRODUCTS

DEPT. 68C ROSELLE, ILLINOIS

SALES CORP.

SCHOOL FURNITURE LINE SE-327
Designed for Function and Economy



The School-quip furniture line includes three styles of chair-desks, two styles of combination units, three styles of desks, and one style of chair to match. Each unit is available in a wide variety of sizes to meet all classroom requirements. In addition, they are light in weight for easy arrangement and adaptable for any type of class or lecture room requirement.

This furniture is constructed from heavy tubular steel and is resistance welded for maximum strength. All metal surfaces are coated and etched prior to electrostatic spraying with baked enamel to assure a chip-proof, mar-resistant finish. Plywood seats and backs are made with Northern hard maple or yellow birch faces and desks have a plastic surface with birch pattern.

SCHOOL-QUIP DIV., YARD-MAN, INC., Jackson, Mich.

ELECTROSTATIC MACHINE SE-328
Developed for Classroom Use

Wimshurst Electrostatic Machines are now being offered to schools at a cost low enough to suit the tightest budgets. The cost factor, plus the machine's usefulness in teaching electrical fundamentals, is resulting in its adoption by schools throughout the country.

The machine makes "electricity come to life." Turn the handle and two 9" plastic discs rotate in opposite directions. Metal collector brushes pick up the static electricity, store it in the Leyden jar type condenser until discharged by the jumping spark at the top of the machine.

With the Electrostatic Machine, you can light electric bulbs held in your hand, cause a bell to ring, attract minia-

ture lightning bolts with a midget lighting rod, cause luminous plates to light up, and perform many other experiments.

EDMUND SCIENTIFIC CO., Barrington, N. J.

LOW COST INCINERATOR SE-329
Capacity is 6 Bushels

A new low-cost, outdoor incinerator has been announced by Alsto Co. The unit is shipped assembled and requires no installation cost or auxiliary fuel. It

will burn waste paper, packing, cartons, sweepings, food scraps, rags—burnable refuse of all kinds—to fine ash in any weather. It requires no watching—simply load, ignite and forget. Scientific draft control burns damp, green, or dry refuse without fire danger and nuisance of burning, blowing bits of paper.

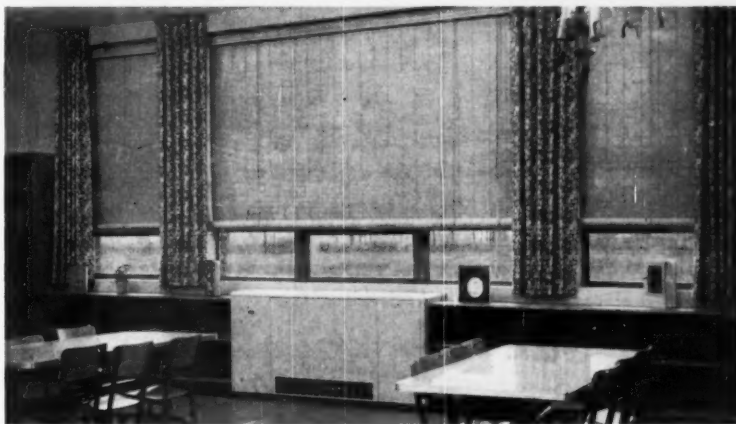
Construction is of sturdy, aluminized steel and there is a hinged hood and a big 14" square opening at top for easy loading. It stands 53" high by 24" square at the base.

ALSTO CO., 4007 Detroit Ave., Cleveland 13, Ohio.

SE-291

Classroom Lighting...

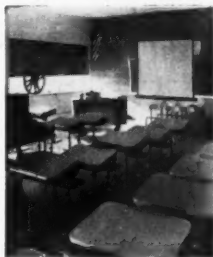
.... GLARE FREE .. HEAT FREE



WOVEN WOOD
TEMLITE
Loomwood
SCHOOL WINDOW
SHADES

Complete flexibility of light control is now possible with this new Audio Visual Shade—from well-lighted classroom to "brown-out"—the accepted standard of audio visual treatment.

Constructed of precision-beveled bass wood splints woven with seine twine by American craftsmen. Darkens room without sacrificing adequate ventilation.



Practically maintenance free, Temlite's smoothly finished surface is easily kept sparkling clean. Many are still in operation after 20 years of daily use... your best assurance of their long-lasting beauty. There's a custom-finished color which will surely blend with your school decoration scheme.



Some Choice Territories are Still Open for Manufacturer's Agents.

For further Temlite information and woven wood shades for audio visual installations, please write.

The AEROSHADE COMPANY

A Division of Consolidated General Products, Inc.

P. O. Box 559

Waukesha, Wisconsin

AUDIO-VISUAL AIDS

SE-401 India

Assignment: India. 16mm sound film, black and white, 56 minutes. The film reveals India as a land with young, exciting ideas of democracy, outgrowing its ancient patterns of caste and custom. It illustrates the vigorous programs in agriculture, industry, and education geared to raise the nation's standard of living and presents, in their own words, the views of the Indian people, their problems, their changing attitudes, and their hopes for the future. The result is a penetrating view of a nation at a turning point

in her history. **ENCYCLOPAEDIA BRITANNICA FILMS**, 1150 Wilmette Ave., Wilmette, Ill.

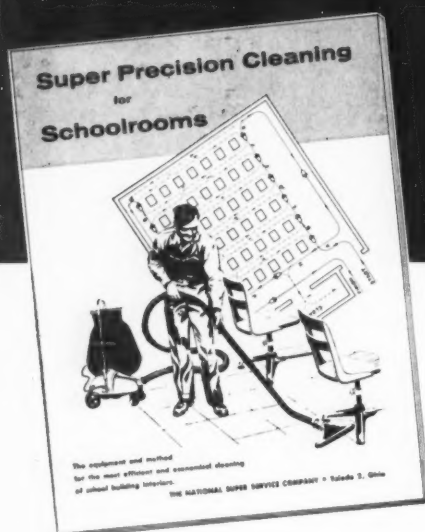
SE-402 Atomic Energy

Inside the Atom. 16mm 11 min. Black and white. What atomic energy is, how it can be handled, and its potential uses, are shown in a visit to Canada's Chalk River atomic research center. The film is sufficiently non-technical to provide an understanding of atomic energy for the lay audience. Approved by the Federal Civil Defense Administration. **THE NATIONAL FILM BOARD OF CANADA**, 620 Fifth Ave., New York, N. Y.

SE-292

How to clean a schoolroom in

7 minutes!



YEAR AFTER YEAR SCHOOLS BUY SUPERS

Because of its efficiency, ease of operation, low cost of maintenance and long life of service free operation, the public and parochial schools of America have consistently bought more Supers as the school systems have expanded. Supers ten and even twenty years old are still working today in schoolrooms. As new schools are built, more Supers are bought.

Super has developed a specialized cleaner and a plan for using it that enables you to keep a schoolroom really clean at low cost.

Tested in a 30' x 40' room with 42 desks, 2 coat rooms and the usual equipment, the Super Precision Cleaning Method for cleaning schoolrooms and a Super Model M suction cleaner did the job thoroughly in seven minutes flat.

Write for this new brochure "Super Precision Cleaning for Schoolrooms". Learn how to use a specialized schoolroom cleaner to cut time and cost of room cleaning and to assure absolute removal of germ laden dust and dirt.

The Super Model M is specially designed for schoolroom cleaning. It gets around where other heavy duty cleaners can't go.

Super distributors all over America will gladly demonstrate the cleaner and the plan.



"Once Over Does It"
SUPER SUCTION SERVICE®
Power Suction Cleaners • Quality Floor Machines
SINCE 1911
"THE DRAFT HORSE OF POWER CLEANING MACHINES"

THE NATIONAL SUPER SERVICE COMPANY 1947 N. 13th St., Toledo 2, Ohio

SE-403 American Farming

From This Land. 16mm color film. Free-loan. This quarter-hour film shows how conservation, modern farming techniques, crop rotation, science, and mechanized heavy-duty equipment have contributed to the abundance that comes "from this land." The theme of the film is that industry is teamed with agriculture to the benefit of all, and that the people of America are reaping the harvest that mechanization has brought about. The story is told to a young boy by his father as the camera shows scenes of American farmland under cultivation, harvesting of crops, movement of produce to market, the working of the soil by tractor and other units, and the yield that various parts of the country produce. **ASSOCIATION FILMS, INC.**, 347 Madison Ave., New York 17, N. Y.

SE-404 Field Hockey

A set of six filmstrips, in full color, and with captions on field hockey is now available. Titles are: Part I: *The Game*; Part II: *Fouls & Penalties Outside the Circle*; Part III: *Fouls & Penalties Inside the Circle*; Part IV: *Coaching Suggestions*; Part V: *Questions and Answers*; and Part VI: *Umpiring*. The set is made to correlate with the new book by Lees and Shellenberger, "Field Hockey for Players, Coaches and Umpires." The filmstrips interpret through original drawings, many of the rules, strokes, positions on the field, offsides, roll-ins, corners and bullies. **TEACHING AIDS SERVICE**, 31 Union Square West, New York 3, N. Y.

SE-405 Copper

The Copper Network. 16mm film. Free. The utilization of copper, from the digging of the ore to the making of electrical wire and cable to help serve America's power needs, is depicted in this new film. Viewers learn about the copper network through the experience of a progressive young mayor who finds he needs copper wire and cable to obtain electric power that will help him modernize his town. Following him on a tour of a mill, the audience listens along with the mayor as the complexities of wire and cable production are explained in easy-to-understand terms. **BUREAU OF MINES**, Graphic Services, 4800 Forbes St., Pittsburgh 13, Pa.

SE-406 Canadian Geography

Prepared with the advice of Canadian educators, a new film series carefully examines the physical regions of Canada to show how the areas were formed, their influence on the way of life of the people, and the location of the rich resources they contribute to the economy and the joint defense of North America. Titles are: *Physical Regions of Canada*, *Mountains of the West*, *The Great Plains*, *The Precambrian Shield*, *The Great Lakes—St. Lawrence Lowlands*, *The Atlantic Region*, and *Winter in Canada*. **THE NATIONAL FILM BOARD OF CANADA**, Canada House, 680 Fifth Ave., New York 19, N. Y.

MANUFACTURERS' CATALOGS

SE-407 Portable Electric Scoreboard

Form No. 7-58/5M. The S-500 Sports-master is a versatile, portable, electric scoreboard for grade and junior high schools. It is designed especially for all intramural contests, indoors or outdoors, regardless of the sport. New plastic lenses give greater visibility than heretofore possible. The S-500 is easily read at acute, or sharp, angles and at distances up to 200 feet. THE M. D. BROWN CO., 2207 Lake St., Niles, Mich.

SE-408 Public Address Speakers, Components

Catalog No. 78A106. University announces a new product catalog containing full information, illustrations and specifications of all their new and current public address speakers and components. UNIVERSITY LOUDSPEAKERS, INC., 80 S. Kensico Ave., White Plains, N. Y.

SE-409 Sheet Chalkboards, Tackboards

Catalog No. C-20. This 12-page catalog describes and illustrates the Rowles line of sheet chalkboard and tackboard, aluminum trim and accessories. A special feature of the catalog is the prefabricated board section which suggests combinations of pre-framed chalkboard, tackboard and/or pegboard that can be mounted directly to the wall. Architectural specifications and installation details are included. E. W. A. ROWLES CO., 104 N. Hickory St., Arlington Heights, Ill.

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SE-413 Tempered Glass

Bulletin L-120-M. A bulletin giving full information on the new heat-resistant tempered glass corridor lens has been issued by Corning Glass Works. The four-page brochure covers product data on the Corning #543201 Tempered Corridor Lenslite and the C-201 specular Alzak reflector. Together they form an im-

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June, 1959

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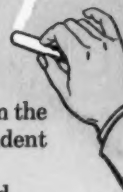
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